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ABSTRACT

This teacher's manual is one volume of a six volume curriculum for the secondary level, designed to provide a systematic, group-oriented approach to decision-making in areas crucial to adolescent development: work, drug (substance) use and abuse, sexuality and social relationships, people and government, and juvenile law. The decisions about work program combines general job and economic awarness with a focus on specific skill development. Each lesson uses activities, e.g., role play, films, site visits, speakers, handouts and worksheets, and references to develop decision-making and negotiation skills as they relate to finding, getting, and keeping a job. Positive worker role models, work experiences, and career awareness are integrated into the lessons. The program is divided into seven general topics and then further subdivided into 31, sequential 45-minute lessons. The content areas include: Introduction (job interests and exploration); World of Work (job site visits, speakers); Unemployment (concept, economics); Personal Interests and Skills (assessment, exercises, self awareness); Job Hunting Steps (procedures, practice); Personal Data (resume, job hunting skills); and Interpersonal Skills (employer survey, interview, work expectations). A final student assessment and course evaluation complete the manual. (BL)

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DECISIONS ABOUT WORK

Adolescent Decisions Curriculum

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PREFACE

The Adolescent Decisions program represents a cooperative effort among a group of teachers, school counselors, administrators, students, parents, and researchers, under the umbrella of the Adolescent Issues Project (funded by the United States Office of Education, Special Education Projects Grant G008001910, and the Judge Baker Guidance Center).

We are indebted to the students, staff, and parents of the Manville School in the Judge Baker Guidance Center, in Boston, Massachusetts -- who provided the initial impetus and support for the program. We are also thankful for the support, ideas, and feedback provided by students and staff at 15 schools who have tested components of the program -- especially the Bay Cove High School, Holden School, Manville School and River Street Mini-School, which all served as replication sites during the 1982-83 school year.

We are thankful for the support provided by the staff of the United States Office of Education (Special Education Projects), and the staff at Program Development Assistance Systems, especially Ms. Julie Becklund.

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GENERAL CURRICULUM GOALS

The Decisions About Work curriculum is designed to help close the gap between adolescence and adulthood, by familiarizing students with the world of work and offering opportunities for increased responsibilities and decision-making. Work experiences are one opportunity to practice the skills of adulthood. The Decisions About Work curriculum combines an interest in general job and economic awareness, with a focus on specific skills. The curriculum takes into account the specific developmental tasks of adolescence and tries to address difficult topics simply and concretely. One general goal of our program is to help adolescents understand complex social phenomena -- like their own value systems, steps in procuring a job, conflict resolution in employment settings. We believe that increased understanding of these issues can help adolescents make better decisions - for themselves and their communities.

This curriculum also addresses the problem of adolescents who have had few positive worker role models. Children who are exposed to widespread unemployment often see adults who are forced to choose between welfare and jobs that are unfulfilling and underpaid. Therefore, the second general goal of the curriculum is to expose students to positive job-related experiences, and at the same time to achieve higher levels of understanding and self-confidence which can help them think about seeking satisfying employment.

The third general goal for the curriculum is to integrate decision-making skills into both classroom and field-experiences - in a sequential, concrete approach, that can be used by students with a wide range of learning styles and educational needs.

The decision-making component is an essential part of the curriculum. Without good decision-making skills, the restricted job options for young people (stemming from high unemployment and poor educational services) often lead to drastic consequences--for example, accepting unemployment as a way of life, chronic patterns of quitting or being fired, poor employment records, boredom, frustration, etc. Adolescents need opportunities to increase their self-esteem, obtain a better understanding of the economic system of which they are a part, anticipate consequences of their decisions (for themselves and others), and make more positive choices.

So-called "problem-youth" often lose jobs because they lack adequate skills for making interpersonal decisions -- for example, choosing an appropriate job, completing an interview, resolving conflicts with employers and co-workers. The Decisions About Work curriculum addresses these needs as part of a comprehensive job preparation and career awareness program.

THE CURRICULUM IN THE CONTEXT OF A COMPREHENSIVE JOB PREPARATION/CAREER AWARENESS PROGRAM

The Decisions About Work curriculum is intended to provide a systematic approach to several components of a comprehensive job preparation/career awareness program. It is not intended to cover all relevant skills and content areas.

The sequence describedbelow is a sample of one way to address job preparation/career awareness needs -- beginning from exploration, and including actual community job placements. We have indicated those areas that the Decisions About Work curriculum is designed to emphasize, as well as other resources that are appropriate to areas not covered by the curriculum.

GOALS AND STRUCTURE OF THE CURRICULUM

The Decision About Work curriculum focuses on 2 specific skill areas: (a) Job-Finding Skills, and (b) Problem-Solving Skills involved in getting and keeping a job. The structure of the curriculum includes some activities from other areas (e.g. job exploration), but focuses on decision-making and negotiation skills as they relate to finding, getting, and keeping a job.

Supplemental Activities.

Many students need more review and practice than is provided in this curriculum. Supplemental resources are provided for each unit; additional teacher-made activities may be necessary.

Structure: A Focus on Interpersonal Decisions.

Each unit in the curriculum includes activities that address interpersonal decisions. For example, "The World of Work" unit includes an opportunity to think about the kinds of jobs which are available in our society. However, units 4 ("Interests and Skills"), and 7 ("Interpersonal Skills") focus specifically on interpersonal decisions. Unit 4 emphasizes reflecting on and evaluating perosnal skills and interest - and making job-related decisions that are personally appropriate. Unit 7 provides opportunities to practice interpersonal skills needed to successfully

A MODEL COMPREHENSIVE JOB PREPARATION COURSE

CONTENT/SKILL	RESOURCE
1. Job Awareness Elementary Middle Junior High High School	All job exploration materials by Janus Book Publishers, 2501 Industrial Parkway West, Hayward, CA 94545 EBCET, 640 Milton Ave., Salt Lake City, Utah 84105 Project BICEP -- Career Education Resource Center, Barnstable High School, 744 West Main St. Hyannis, MA 02601
2. Awareness of How the Economy Works Elementary Middle Junior High High School	Life On Paradise Island, W.H. Wilson, R.F. Warmke, Scott Foresman and Co., Glenview, IL 60025 National Center for Economic Education for Children, Lesley College, Cambridge MA 02238 *Decisions About Work Curriculum
3. Job-Finding Skills Junior High High School	*Decisions About Work Curriculum Using the Want Ads by Wing Jew, Janus Book Publishers (see above) Getting Hired: 13 Ways to Get a Job. Janus Book Publisher (see above)
4. Problem-Solving Skills: Getting and Keeping a Job Junior High High School	*Decisions About Work Curriculum
5. Hands-on Vocational Skills Middle Junior High High School	McKinley High School 50 St. Mary's St. Boston, MA 02214

* See Decisions About Work Curriculum for more extensive resource list.

CONTENT/SKILL	RESOURCE
6. School/Community Job Placement Program Junior High High School	Division of Mental Retardation, 160 N. Washington St., Boston, MA 02114 (617) 727-5656 McKinley School (see previous page) EBCET (see previous page)
7. Choosing a Vocational Area: Special Interests and Skills High School	McKinley School (see previous page) Dearborn Pre-vocational Unit, 36 Concord Ave., Cambridge, MA 02138 Project CAST -- Charles County Board of Education, LaPlata, Maryland 20646

Visual Aids for Each Area:

1. Guidance Associates -- Communications Park Publishing Group, Mt. Kisco, N.Y. 10549

2. Sunburst Communications -- Room G 3535, 39 Washington Ave., Pleasantville, N.Y. 10570

complete a job interview, and resolve conflicts on the job site. Supplemental activities should provide additional practice and review in these crucial interpersonal skills.

In addition, students are encouraged to make decisions about the curriculum itself (for example, choosing specific activities, speakers, etc.). In this way, interpersonal decisions are built into the process as well as the content of the curriculum.

Job-Finding Skills.

Several units in the curriculum emphasize job finding skills. Unit 2 introduces the problems and challenges of finding a job in a high-unemployment economy, Unit 5 describes a sequence for finding jobs, Unit 6 provides practice in using want-ads and filling out applications, Unit 7 provides practice in interview skills.

Units.

Decisions About Work is made up of 7 units which stress the following skills and knowledge.

I. Course Introduction - encourages interest in learning about work and a sense of being a part of a group;

II. World of Work - encourages exploration of job possibilities;

III. Economics and Unemployment - offers information and ways to begin thinking about unemployment and its effects;

IV. Interests and Skills - encourages self exploration about interests and skills, and how to expand them;

V. Job Hunting Steps - offers information about the job hunting process and practice following a series of job-hunting steps;

VI. Personal Data and Using Want Ads - provides practice filling out applications and using information from want ads;

VII. Interpersonal Skills - provides practice with interviewing and other workplace relationships.

The curriculum has 25 lessons with related activities, sequenced so that skills can build upon each other. Each lesson is planned to last from 45 minutes to one hour. Many of the lessons can stand on their own as separate activities if the teacher wants to use them in a single class or a mini-course.

Each lesson can be supplemented with materials and resources listed earlier and throughout the curriculum.

Face Sheets

Each unit is introduced with a face sheet which identifies the following:

Unit Name and Number
Goals of the Unit
Lessons within the Unit
Preface Notes

Resource Sheets

Each unit face sheet is followed with a resource sheet of related materials. As we mentioned earlier, Decisions About Work is designed to provide a framework of social skills necessary for successful job experiences. The resources noted in each unit provide excellent follow-up practice and reinforcement of these skills.

Assessments

Each unit (except for the introduction) has an assessment. Please see the following section (p.8) for more information.

Lesson Plans

Lesson Plans provide an outline and sequence of activities, as well as necessary materials. Each lesson provides a teacher introduction to help put the lesson in the context of an overall

work related educational program.

Notes to the Teacher

Very often, lessons need more explanation or benefit from various approaches or suggestions. These lesson plans are followed by "Notes to the Teacher". We recommend reading these notes before attempting to teach the lesson, to help anticipate areas that might be problematic or need extra preparation.

Student Worksheets

Student workshops are all outlined with a box; they follow lesson plans and teacher notes. Before each lesson, enough of these sheets should be copied for each student.

Class Evaluation

See section on class evaluation, page 10.

ASSESSMENTS

Throughout the curriculum, we emphasize the need to continually assess students' interests, needs, and skills; and evaluate the way lessons are addressing student needs. In addition, teacher decisions about the relative emphasis on specific units, (e.g. time spent, supplemental activities) should be made in response to assessments and evaluation. In this way, the curriculum can provide a flexible structure.

Each unit contains an assessment. Assessment are located after the unit Face Sheet or are built into the lessons themselves, (assessments located within lessons are noted on the unit face sheet). There is only one copy of each assessment. This copy should be used for the pre- and post assessment, before beginning

the unit and after (though not necessarily directly after) completing it.

Goals

Our two main goals for assessments are to serve as:

1. Pre and Post tests of content knowledge: The pre and post tests can help you learn something about how well each student was able to learn about various aspects of the course, how effective your teaching methods are, and the course's relevance to students.

2. Learning and planning tools for instructors: For example, The World of Work Assessment provides an idea of the student's knowledge of job possibilities and pay scales, and their worker role models (Unit II).

Understanding Unemployment helps prioritize specific aspects of unemployment which need to be clarified for the student (Unit III).

What Are My Skills? helps provide a measure of the students' knowledge of and confidence in his/her own marketable skills (Unit IV).

The Interest Inventory helps both you and the student develop connections between student's interests and related jobs (Unit IV).

Ways to Get a Job assesses how broad the students' understanding of the "Job Hunt" is, and how individual students deal with alternative thinking (Unit V).

Filling Out Applications helps determine how much practice the student needs a) to commit essential personal data to memory, b) to improve hand writing, and c) to increase speed. (Unit VI).

Interpersonal Skills helps measure the range of strategies students use to deal with problematic situations (Unit VII).

When to Administer Assessments

Each assessment is located at the beginning of the unit it addresses. You have the option of administering all 7 assessments at the beginning of the course in order to determine which units are most pressing if you do not have time to complete the whole curriculum or of giving each assessment at the beginning of each unit as you approach it.

Make sure to administer each unit's assessment again at the end of the unit, or at the end of the course. As post-tests, the assessment give you a reading of the content knowledge learned.

CLASS EVALUATION

The last section of each class period should be used to evaluate the lesson. Two areas of focus are: (1) The content of the lesson (whether the students found it interesting? difficult? boring? what did they learn? How would they like to change it?); (2) process of the class (how did the students get along? were expectations fair? were people sharing ideas? would you like to change the activities to include (more role play? less role play?). Each student should have the opportunity to rate the class. In the past, we have used a five point scale, as follows:

Excellent Good Fair Poor

Each teacher should decide and communicate whether rating the class is a mandatory part of the student's expectations; or whether, instead, each student will simply be encouraged to participate. We strongly urge use of this activity because it serves the following purposes:

(1) to provide the teacher(s) with some concrete evaluation --

Class evaluations provide information about how the students responded, in the here-and-now, to each lesson. Although students often say things they may not mean (e.g., "This class stinks"), it is possible to find patterns of response that can help the teacher re-structure the program in response to the students' needs. For example, student evaluations led the first year team to change the lesson plans so as to include more and shorter exercises (rather than 1 or 2 longer activities). It is also possible to analyze changes in student evaluation over the course of the year in terms of:

(a) content (what kinds of activities do students like? dislike? etc.)

(b) process (do they like role-plays? discussions? filmstrips?) and

(c) participation (do particular students always participate? never? does this change over time?)

(2) to encourage students to reflect on their own behavior.

One major goal of the classroom program is to help students become more reflective and analytic about their own behavior. Most students have difficulty accomplishing this self-evaluative task: they depend on others (teachers, parents, peers) to tell them their own worth or they are unable to note their strengths or admit any areas where they need help. The classroom evaluation procedure is a way to provide regular, time-limited, relatively neutral and safe opportunities for self-evaluation and self-reflection. With support, students can make balanced evaluations of their own behavior noting progress as well as problems; and with help, other students can provide peer-evaluation in terms of help needed as well as skills shown.

(3) to include the students in the formulation of program goals and expectations.

This is very important, since it provides:

(a) increased motivation to participate (instead of simply to complain, withdraw, or oppose the classroom process);

(b) an opportunity for students to practice using decision-making skills by taking concrete control over their school lives, in a safe, limited but motivating structure;

(c) an opportunity for the teacher to remind students, in a positive manner, of their agreements (rules, expectations), and of student progress (or problems) in living up to these expectations;

(d) an opportunity for the teacher to have students establish expectations so that when students misbehave, the problem can be used as an opportunity to practice accepting responsibility for one's own behavior -- rather than simply rebelling against teacher (adult) rules. In other words the focus is on the students to be realistic about their interest and expectations and to commit themselves to a process.

(4) to provide a concrete ending point to the lesson.

This helps students get closure, and provides a transition time to the following classroom period, when students can shift out of their focus on what can be potentially disruptive concerns (e.g. about drug use, sexuality, their own experiences with juvenile courts, etc.). It provides the teacher an opportunity to help students "shift gears"- thereby reducing the difficulties of transition to a new class.

The class evaluation should last no longer than 5-10 minutes. This will be enough time to ask each student to rate the class and give one reason for their rating. The purpose is to help students

reflect on their own behavior and offer thoughtful ideas about changing the program.

CURRICULUM TIME FRAME

The curriculum is made up of 31 lessons and supplementary activities. Each lesson plan is equivalent to a 45 minute to one-hour session.

Many of the lesson plan activities include brainstorming, discussion, role playing, etc. Activities such as these can last anywhere from 5 minutes to an hour (or more) depending upon an infinite number of variables (e.g. the topic, the teaching method, the group cohesion, etc.). We suggest that these activities be emphasized and prioritized in time plans.

If your time frame allows for it, we suggest allowing as much time as possible for these activities, even if it means not completing the entire lesson.

DECISIONS ABOUT IMPLEMENTATION

We are well aware that flexible scheduling is not easy to come by. For those who have limited time, we have the following suggestions.

1. Assess student needs - use the assessment at the beginning of each unit to determine how much practice students need for those skills.

2. Get an overall sense of each student's job-related experiences - speak to the student, previous teachers, his/her family, involved counselors, previous employers, etc., in order

to learn about the students' job experiences, job readiness, worker role models, etc.

3. Choose appropriate curriculum areas

These choices should be based on:

a. The student's most urgent needs - i.e., which of these areas do you think will most benefit the student right now?

b. The student's job experiences - there are instances when students who have not experienced success in school have had successful job experiences. For example, a student may act out during an interview role play, but act appropriately during a "real" interview. In this instance, interview role plays are not as crucial for the student as real job opportunities.

4. Use other school time

a. It is often possible to use other periods for job-related activities, for example:

1. Applications can be filled out during English or Writing or during extra time in any of the Job Prep lessons.

2. Job-site visits and speakers can be scheduled as part of regular school trips and special activities.

3. Job exploration material can be read during reading periods.

ACTIVITIES REQUIRING PRIOR PLANNING

The Job Prep curriculum does not depend on films, trips, etc. but it is greatly enhanced by their use. A variety of teaching methods livens up the curriculum and utilizes all sensory modalities. (See Resource Sheets at the beginning of each unit for filmstrips and Unit II for lesson plans related to job site visits and guest

speakers.)

A. Student input

Students can help in the planning of activities. See Unit I Lesson I.

B. Films

Films can be bought or borrowed from various institutions. See Resource Lits at the beginning of each unit. These can be used as often as possible for job exploration, job hunting, and evaluating job interview activities.

C. Job-site visits

These should be planned as early as possible, since many places that allow tours are often booked.

1. Students can suggest sites and make necessary phone calls to plan the trips.

2. See Unit II, Lesson I for suggested Preparatory and Follow-up exercises for each visit.

3. Request applications from the site for the students to fill out in school.

D. Speakers

Speakers should be able to speak on either a variety of job possibilities in their field or a variety of tasks of their jobs. The jobs should be realistic possibilities for the students.

1. The speaker should be lively, with experience talking to students.

2. The talk can be made easier to follow by using pictures which refer to each job (see Unit II Lesson 2).

3. Request that the speaker bring along an application(s) from his/her job site.

SUMMARY

The basic goals of the Decisions About Work curriculum include process and self evaluation skills and exposure to job-hunt related information -- together intended to focus on making decisions about getting a job.

We are aware of how difficult it is for teenagers to find jobs during this time of economic recession. However, without educational intervention and preparation for a job, students will graduate high school with few job related skills and low self images as workers. One way to help adolescents and the community as well, is to help adolescents develop skills and positive self images as workers -- so that they can play active roles in changing political and economic conditions rather than blaming themselves. We encourage students to learn all the job skills possible, not only (or not necessarily) to consciously compete with their peers for jobs, but to acquire skills that will help them become productive and socially responsible community members.

The basic thrust of the curriculum is to provide information and practice for individual students, to develop classroom group cohesion, and to encourage students to think for themselves about some of the difficult decisions that they will face as adolescents. It is our belief that this kind of approach will help adolescents become more responsible as well as more autonomous.

We highly encourage instructors to use the Program Manual, to get an overall view of the role of decision making in the whole school. As discussed earlier, the Decisions About Work curriculum is just one of a number of interventions that will help adolescents

deal with the transition to adulthood. Combined with a whole-school approach to student decision-making, this curriculum can be a powerful impetus toward more thoughtful and responsible behavior among adolescents.

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Decisions About Work

unit: Introduction: A Class About Work (I)

goals:

1. To encourage interest in the "Decisions About Work" course.
2. To share ideas and suggestions for making this a relevant course.
3. To think about some of the purposes of work.
4. To learn that each student has skills to offer the class, community, society.

lessons:

1. Course Introduction
2. Stranded on an Island, or Stranded in Some-wheres-ville
3. Introduction to Job Interests and Job Exploration

* * * * * * * * * * * * * * * * * *

This is the first unit of the Decisions About Work curriculum. The most important goal of this unit is goal #1: to encourage interest in the curriculum. It is important to choose initial activities based on which will be most enjoyable (films, job site visits, discussions, job hunt practice).

We recommend starting with Lesson 1 of this unit. Then read Note to the Teacher for Lesson 2 before going on to teach it.

Lesson 2 of this unit actually consists of two lessons: "Stranded on an Island" and "Stranded in Some-wheres-ville." They are both stories with follow-up exercises which serve the same purpose. You might want to do one or both, depending upon the interests of your students. The teacher lesson plan can be used for both stories.

Make sure to read Notes to the Teacher for Lesson 2 before teaching it.

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Decisions About Work, unit: I Introduction

skill area	lesson	resources	comments
1. To encourage interest in the "Decisions About Work" course	1, 2, 3	Filmstrip "Careers and Values", Sunburst Communications, Room G 3535, 39 Washington Ave., Pleasantville, NY 10570 Filmstrips on Career Exploration -- See World of Work Unit	Enjoyable. Might be beyond immediate needs of your students, but is fun to watch, non-sexist, racially integrated, and thought-stimulating.
2. To share ideas and suggestions for making this a relevant course.	2		
3. To think about some of the purposes of work.	2		
4. To learn that each student has skills to offer the class, community, and society.	2, 3		

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Decisions About Work

Unit I, Lesson 1

lesson: Course Introduction

goals:

1. To think about what one could get out of a Job Prep class.
2. To encourage interest in job exploration.

Directions	Materials
I. Introduce Class. Ask: A. Why are we offering a Job Preparation course? B. Why is this course important for adolescents? C. What does "adolescence" mean? D. What are some of the differences between adolescence and adulthood? Different activities (school vs. jobs)? Different relationships? etc. E. Has anyone ever had a Job-Prep class before? What did you learn about?	Program Manual
II. Class Content - discussion A. Explain: This is your class - to help you learn about the world of work and how to get a job. We can design the course around your needs. B. Ask: What would you like to learn about? What should a Job-Preparation course be? What do you need to know to help you get a job? C. Write: One person write suggestions on board; one person write suggestions on paper. D. Explain: 1. We will try to include as many of these ideas as possible in this course.	

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Directions	Materials
2. These are some of the plans we have for this course: learning about our interests, skills, filling out applications, role playing job interviews, job site visits. 3. What do you think of those plans? Any other ideas? 4. Why do you think we have chosen those plans? 5. What skill will each activity help you learn? What aspect of getting a job? III. What's My Line or Family Feud A. Explanation: The following is an exercise to liven up the class and to encourage sharing of job experiences. The idea is for the class to try to guess the job that a volunteer is thinking of, either by asking questions or by watching the volunteer "act" a job (like charades). B. Directions: 1. Ask: Have any class members had a job? 2. Choose one person to tell the teacher their job. 3. The rest of the class asks questions of the volunteer (teacher can help when necessary) in order to determine the job. 4. If class is stuck, volunteer or teacher can act out tasks of the job. 5. Do as many rounds as class would like. 6. Students who have not had jobs can make up a job for the activity. NB: If time, do the following. If no time, make sure it is done as soon as possible. Make sure to leave 10 minutes for the evaluation procedure.	See Notes to Teacher for instructions for Family Feud

Directions	Materials

IV. Job Site Visits

A. Explain: We need student input in planning job site visits.

B. Ask:

1. Why do you think we go on job site visits?
2. What are some things we may learn from them (some ideas: to learn about jobs, how to get jobs there; how systems work; to have fun; to meet workers; to do learning outside of the classroom).
3. What kinds of places would you like to visit? What job(s) might we learn about there?
   (Teacher should keep a record of these suggestions and explai the possibilities of implementing these suggestions and the apparent limitations.)
4. Optional:
   a. Ask for volunteers to be on a committee (with a teacher-supervisor) to help set up the job site visits.
   b. Ask the class to list the steps in setting up a job site visit.
   c. Keep the list of steps for use in the student committee.

V. Explain the evaluation procedure.

A. Options:

1. Write: excellent / good / fair / poor (or variations) on the board. Check off student votes, or
2. Students may choose their own descriptors, or
3. Combination of both. Students have the option of the set ratings, or their own.

B. Each student is encouraged and/or required (depending on class rules) to give at least one reason for their choice. VI. Evalua

Family Feud is a game borrowed from the T.V. game show of the same name to liven up learning.

The game can be used at any time the group is trying to brainstorm ideas. It encourages a team effort, stimulates thought, and is fun to play. The following is a sample

A. Teacher preparation: Write as many food service jobs as possible on cards. Keep them with you during game in alphabetical order for easy retrieval.

B. Possible game rules (based on a situation where class is asked to brainstorm jobs in food service):

1. Divide class into 2 teams. The teams should stand in "a line", so it is clear who goes next.
2. The task for each team is to try to come up with the most jobs in food services. Each team has 2 minutes to brainstorm among themselves.
3. Each person is allowed 30 seconds to come up with a job. If the person guesses a job you had on your card, show the card and mark a point on the board. If you do not have a card for a correct answer, the team scores a point anyway (record any new answers).
4. Whether or not a person answers correctly, the other team goes next.
5. The game is over when all ideas are exhausted.

C. Optional activities:

1. If students have not guessed all ideas on your cards, have the class play charades or 20 questions to generate more answers.
2. Appoint or ask for volunteers to play all or parts of the role of the teacher; e.g., writing up cards, keeping track of time and points, holding up card when it is guessed, etc.
3. Write a brief description of the jobs (with a picture perhaps) on the card to use for follow-up activities like Interview Role Plays or a game where the class has to guess the tasks of a specific job.

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Decisions About Work Unit I, Lesson 2

lesson: Stranded on an Island

goals:

1. To think about the role that work plays in our lives.
2. To learn that each student has a skill to offer the group.

Directions	Materials
I. Introduce Lesson A. Explain: "We are going to read a story in which you as a class will play an important role. You will determine the outcome."	Notes to the Teacher
II. Read either story: "Stranded on an Island" or "Stranded in Some-wheres-ville" A. Ask for volunteers to read the story out loud, or instructor read the story aloud. Do what will help students become more involved. B. Throughout the story, list items or ideas on the board that will help structure the exercise (e.g. what food did they still have, what did they find on the island).	"Stranded on an Island" or "Stranded in Some-wheres-ville"
III. Follow-up Exercises - Options for various ways to structure the discussion: A. Very Unstructured 1. After the story is read, let the class think about the issues raised. Give students time to determine their direction for dealing with either of the 2 basic tasks with which they are faced: a. Survival, and b. How to get home.	

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Directions

B. Very Structured

(If the class needs more structure to deal with these tasks...)

1. Pass out the 5 Step Decision-Making Model
   a. Explain: "We have a dilemma here. This decision making model can help us deal with it."
2. Write each step on board with room to write suggestions next to each.
3. Encourage students to volunteer ideas for the first step. Ask: "What is the dilemma here? What is one of our main problems here?"
4. Sample Structure:
   a. Label the dilemma - How are we going to survive?
   b. Possible solutions - divide up chores, or, everyone fend for themselves
   c. Consequences - Everything will get done/Some won't survive/ Some won't like their job/Some will survive
   d. Choose one - ?
   e. Try it out - Once you come to this part you can use the model again to help determine how you will try it out.
5. Once one major task is dealt with, deal with the other. In this case: "How Will We Get Home?" or

C. Less Structured

1. Follow the steps in the "5 Step Model" without following it as closely.
2. Instructor provides the direction of the model with verbal cues and questions.

Materials

5 Step Decision-Making Model

Directions	Materials
IV. Jobs to Be Done A. Eventually help students generate a list of jobs which need to be done in order to accomplish one (or both if you have time) of the 2 major tasks. B. Students determine the method for how to assign the jobs, while instructor facilitates the process. Every student should be assigned a job. 1. If students have difficulty, suggest that they first find out each other's interests and related experiences (e.g., camping fishing, etc.). 2. Ask: "Has anyone ever made a campfire, cooked on a campfire, etc.?" C. Pass out paper for each student to write down his/her job. V. Papers A. Collect the story. B. Students put the other papers in their notebooks. VI. Evaluate the Class.	

A. The next lessons require a lot of group work. They can serve as a tool to help solidify the group or they can put a strain on a class that has difficulty working as a group.

For some groups we have seen the lessons spark interest and enthusiasm for learning about jobs and for other groups, we have seen these discussion-oriented lessons work better later on in the curriculum. We strongly recommmend that you think about the timing of the lesson before using it. You may want to test out the student response by beginning the lesson and make your decision as you go along.

B. This lesson can last anywhere from 1-4 sessions ; you have that flexibility.

C. Rationale - There are many different ways to use the "Stranded on an Island" theme. The 2 objectives of this lesson, to think about the purposes of work and to learn that each student has something to offer the group, determine how this lesson should be used.

Before high technology, high unemployment, and the welfare system, the reasons for working were clear to people. Survival was a key reason. The connection between survival and work does not exist in our country today due to many involved reasons, including high unemployment.

Thus it often is not clear to our students why they should work or what they have to offer. This lesson is an attempt to conceptually help re-connect the issues of work and survival in order to aid the process job readiness.

D. Many Issues to be Dealt with (fairness, governance)

1. Decision-Making - In this lesson the learning takes place through discussing with peers the consequences of the group's decisions. This process is more important than a particular outcome.

But, it is essential that each student be assigned a job. If that does not occur, try to facilitate a discussion about the class' decisions which made that

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goal impossible.

2. Governance - At some point the group will have to decide how it will make decisions. Issues of power, leadership, and how a group creates a system will arise. These issues can be dealt with in depth if there is time.

3. Fairness - The issues of fairness may arise from the decision-making process and exercise IV. B. Many questions can arise from exercise IV. B., such as, "Can someone eat if they don't work? Is it fair to not allow someone to work? Can you forbid someone to work? How can we make sure that everyone works? Do we have a legal system to enforce our rules? What do we do if more than one person wants the same job? etc."

4. Peer Support - Encourage mutual support. Emphasize skills that can further collectivize the situation. Ask questions like, "How can John help you while you are doing that? You might figure out how to trap that animal but won't you need help carrying it?"

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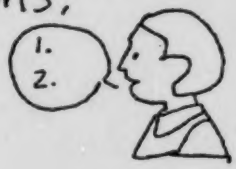
5 STEPS TO MAKE A DECISION

1. Ask: What decision has to be made?

2. List two or more alternative solutions.



3. Think about the consequences of each solution... for yourself and for others

4. Decide on one solution, and try it out.

5. Evaluate your decision, and try again.

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STRANDED ON AN ISLAND

Swept Away But Still Surviving

It was a hot Saturday in August. The sun was beating down on the fishing trawler which carried Danny, Ann Marie, Marlowe, James, Adrianne, Joseph, Troy, Kris, Kevin, Kristie, Maria and Darius. It was a summer reunion for old Jefferson High Students. They had rented a boat and a skipper for a day on the ocean off Plum Island. The skipper, whose name was Bucco McTimbers, was a really nice guy. The kids kept telling him that they

wanted to head out to the "middle of the ocean", far enough out so that they couldn't see any land. So Bucco decided to give it a try.

Before the captain and crew (the kids) knew it, it was pretty dark. But just as the sun was setting, a few of the kids shouted, "Hey! No land ahoy! We can't see any land!" On that note, the skipper felt he had no choice. He shut off the engine and let everyone experience the silence and beauty of the ocean.

After a while, everybody got to talking about some old scarey story they had heard about the sea, or about other interesting adventures. By this time, it was quite dark and Bucco was beginning to get nervous. He had a hard time getting his bearings. He started up the engine and began looking for some land. But after travelling a few hours, no land was visible.

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By this time the crew was getting tired, hungry, and cold. They wrapped themselves up in their blankets and finished the remainder of their lunches. They still had a few pieces of fruit among them, some water, and fruit juice. Everyone had a sweatshirt and a pair of long pants to put on. But it was still a little chilly.

As the night hours passed, Bucco became more and more nervous. "Try to get some rest," he told the kids, "and hopefully we'll be back at ol' Plum Island when you wake up."

Well, the morning came and as the crew woke up one by one, they realized that they were awfully lost. "I'm glad you're all up," Bucco said as he turned to face them. "I have some disheartening news. Guess what?"

"We're lost," all the kids chimed in at once.

"Exactly!" said the captain, but worry you not! We've got a little more gas left. I'll get us over to some land before long."

"Have you tried to radio the coast guard?" someone asked.

"Yes, the radio seems to be broken. Can't figure out why."

The little fishing trawler sailed southwest until dusk of that day. Finally the captain spotted some land. He had no choice but to dock because he only had a little bit of gas left. So they landed.

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The crew left the boat, taking all of their belongings with them. Everybody looked nervous and seemed unsure of what to do next. After a few minutes of silence and looking around in awe, one of the kids suggested, "Listen, we can't just stand around and look at each other like a bunch of monkeys. We've got some decisions to make. But before we decide anything, let's find out what we've got with us."

So another member of the crew went around to each kid and found out what they had. This was the list:

7 blankets
4 camping knives
2 fishing poles
1 saw
7 packs of matches
2 cooking pots
5 ponchos
7 bologna sandwiches
10 towels
6 canteens of water
5 tuna sandwiches
1 radio with some problems

In the meantime the group sent out 2 scouts to examine the island. They returned with this list:

apple and pear trees
pond
berry bushes
lots of plants
rabbits and other small animals
NO people, but a person's footprints and an open book

When the search was over and the list made, Captain Bucco called the group together and said, "O.K. crew, we've got 2 big jobs ahead of us. The first is to set up a system to help us survive here for a while. The second is to figure out how to get us back home. One thing is for sure. If we work together, we'll not only make it, we might even enjoy ourselves."

WHAT DO YOU THINK THE GROUP FIGURED OUT???

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Stranded in Somewheres-ville

Spring had finally come to Boston and the air was warm. It had been a cold winter, way too cold for Jefferson High School students to go on an overnight. But now the time had come and the students were planning an overnight.

The student government representatives had been working very hard to get their classmates to come up with ideas for where to go. Some people wanted to try a new place. Some people wanted to go to Mt. Monadnock. Others wanted to go some place with a basketball court. Others wanted to just stay home and hang out.

The vote for a place was made in a Community Meeting. Each representative read out the choices of their classmates. Then the whole group voted on the choices. The decision was made.

A place no one had ever gone to before. Far away. Where very few people had ever dared to go. Thirty miles from any major road. the place was called "Some-wheres-ville", in Maine, One of the students had gone to camp not too far from there and remembered it being talked about.

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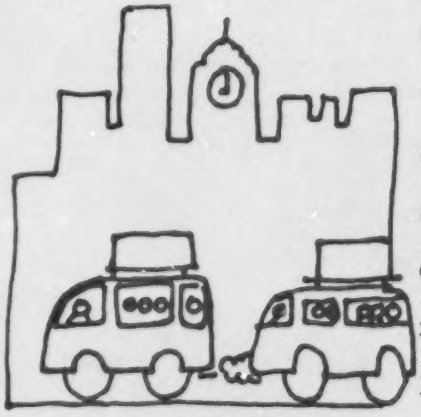
Not much was known about the place. But the Jefferson High students were ready to take the challenge. Now it was up to a committee of students and staff to find out if they could go there, how to get there, and what to bring.

Chapter 2

In a few weeks, all the plans were made and the day of the trip finally arrived. Two vans were packed and ready to go. Each van had:

10 sleeping bags
warm clothes for each person
enough food for 10 people for 3 days
matches
kitchen utensils
some rope



The two vans left together at 9:00 in the morning. They purposely started out early because they had a seven hour ride ahead of them! Some people slept, others talked, others listened to the radio and fought over which station to listen to, and some even played cards.

After about 6 hours of driving one of the vans took an exit off the highway, onto a dirt road. Gregory, the driver of that van, noticed that the other van was nowhere in sight. He thought, "Well, I think that this is the right turn. I HOPE it's the right turn. I don't want these kids to give me grief if I get us lost."

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As the van started bumping along the dirt road, all the kids woke up from their sleepy activities and asked, "Hey, what's going on? We didn't ask for no rollercoaster ride!"

"What do you want me to do about it?" asked Greg, "get out and pave the road for you?"

Each student became very interested in the scenery as they continued down the road. All they could see was miles and miles of forest, and nothing else.

After about 2 hours of making lots of turns on this road, some of the students said, "Hey, look. I don't mean to get on your case or anything, but do you know where you're going?"

"Well, er, uh, ahem. . . of course I know! Well, gulp, I don't really know. Well, to tell you the truth, WE'RE LOST!!!"

At that point, the whole group laughed.

"Well, maybe we should try going back to the main road," suggested a student named Barbara.

"I hate to say this, but I already tried that. When I say we're lost, I mean LOST!"

Again, another outbreak of laughing, but this time it trailed off slowly as each person started to think about the situation that the group was in.

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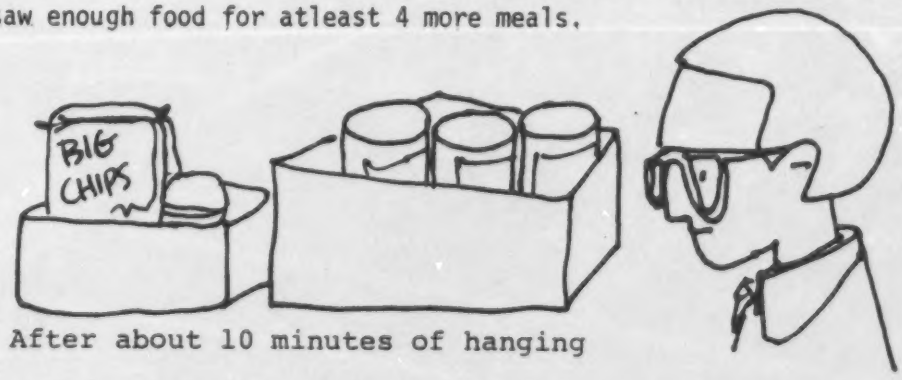
"I have a suggestion," said Tom. Let's drive until we find a place where we can stop and sit for awhile and try to figure out what to do. It is already 7 o'clock. It's going to be dark soon."

Everyone thought that that was a good idea. So they all kept their eyes open as Gregory drove, for a good place to sit down for awhile.

Well, I hate to say it, but after another 2 more hours of driving they finally came to a large open space. The space was surrounded by trees, bushes, flowers and a small brook trickled by. "Ahhh, finally," said Ruby. "I really need to get out and stretch."

"OK, everybody out."

So they all piled out. Some walked around to stretch their legs, others lay right down on the ground, and others took care of some important business. "I'm hungry", said Gene, "I'm going to check out the food situation." When Gene looked in the food boxes he saw enough food for atleast 4 more meals.



After about 10 minutes of hanging around, Gregory called the group together. "OK you guys, here we are. We thought we were going to Some-wheres-ville. But guess where we turned up? You got it! NO-WHERES-VILLE!!!"

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"Real funny," said Tanya. "What are we going to do about it?"

"Well, we are going to have to figure that out," said Gregory. If you think I got the answers, you got another thing coming to you. No one person has all the answers here. The answers don't already exist. We have to figure them out."

Chapter 3: The Solution

The group sat around for a few hours discussing the situation and coming up with decisions. Everyone had something to say and everyone came out of the talk with an important job to do.

* * * *

This is a difficult situation. And making decisions as a group is not easy. What do you think should be done to deal with this situation? A good way to start is to figure out what the 2 major problems of the group are.

1. Name the 2 problems (*See the hint below).
2. Now use the 5 step decision-making model to figure out what to do.
3. Work it out so that everyone has a job to do.

*Hint: I hope you make it back . . . . in good shape.

GOOD LUCK!!!!

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Decisions About Work Unit I, Lesson 3

lesson: Introduction to Job Interests and Job Exploration

goals: 1. To explore real job possibilities in relation to our experience of being "stranded".

Directions	Materials

I. Introduce Lesson

A. Sum up what was accomplished or dealt with in the last lesson, "Stranded on an Island' or "Stranded in Some-wheres-ville".

B. Explain that now we will try to apply what we learned when we were stranded to the world here and now.

II. Island Jobs and Real Possibilities

A. Ask each student to take out the piece of pad paper on which they listed their "Island" or "Some-wheres-ville" job.

B. Ask each student to say what their job was.

1. If a student did not receive a job, ask him/her to choose a task s/he would have liked to do on an island, or while camping. Write these on the board with the student's name. (If a student does not think of a job for him/herself, ask the class to vote on a job that would have been needed.)

C. Now go around again, asking each student to think of a similar or related job that s/he could apply for in a more realistic situation.

1. I.e., gathering materials for shelter - construction worker, carpenter, etc.; fishing - fishing or working in fish market; campfire - furnace work, working with a gas company, etc.

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Directions	Materials
2. When student has difficulty coming up with one, ask other students to help. D. Each student writes this job on the same sheet as the "Stranded" job and puts in folder for future use. III. Introduce Importance of Job Exploration A. Explain that some people grow up in towns where one industry provides the majority of jobs, i.e. steel, autos, fishing, etc. (If you or students have ever seen the film "Breaking Away" you might ask if they remember what the town residents were called and why. They were called "cutters" because stone cutting was the major industry and the people in the town were expected eventually to work in stone quarries.) B. Ask: Do we live in that kind of situation? Do we have a one-industry town? Do you have other possibilities for jobs? Do you know them all? C. Ask: How can we learn more about the jobs around us? (Possible ideas: Speakers in school -- including former students, job site visits, reading magazines, books, etc.; talking to family and community members; films -- in and out of school, TV, movies, news reports). IV. Job Exploration Options NB: Introduce these activities as ways to learn more about jobs and expand our choices. A. Show a job exploration filmstrip and each student fill in the "What's in a Job" sheet, or	filmstrip and filmstrip projector--see Resource Sheet

Directions

B. Read material about job possibilities and do "What's in a Job" sheet.

C. Do the following for either choice #1 or #2 above.

1. Students may fill in the sheet while watching / reading or after they have finished.

2. Each student chooses which job they would like to apply for (if none presented were desirable, they may think of an alternative). This choice can be based on the rating scale (e.g., from 1 to 10, poor to excellent, etc.), or by which job had most items listed in the column: Good Things About the job.

V. Evaluate the Class

Materials

See Unit II-Resource sheet for materials

Lesson: Jobs Interests and Job Exploration

Unit I, Lesson 3

WHAT'S IN A JOB?

Job Name	Job Description or Tasks	Good Things About it	Bad Things About it	Rating
1.				
2.				
3.				
4.				
5.				
6.				

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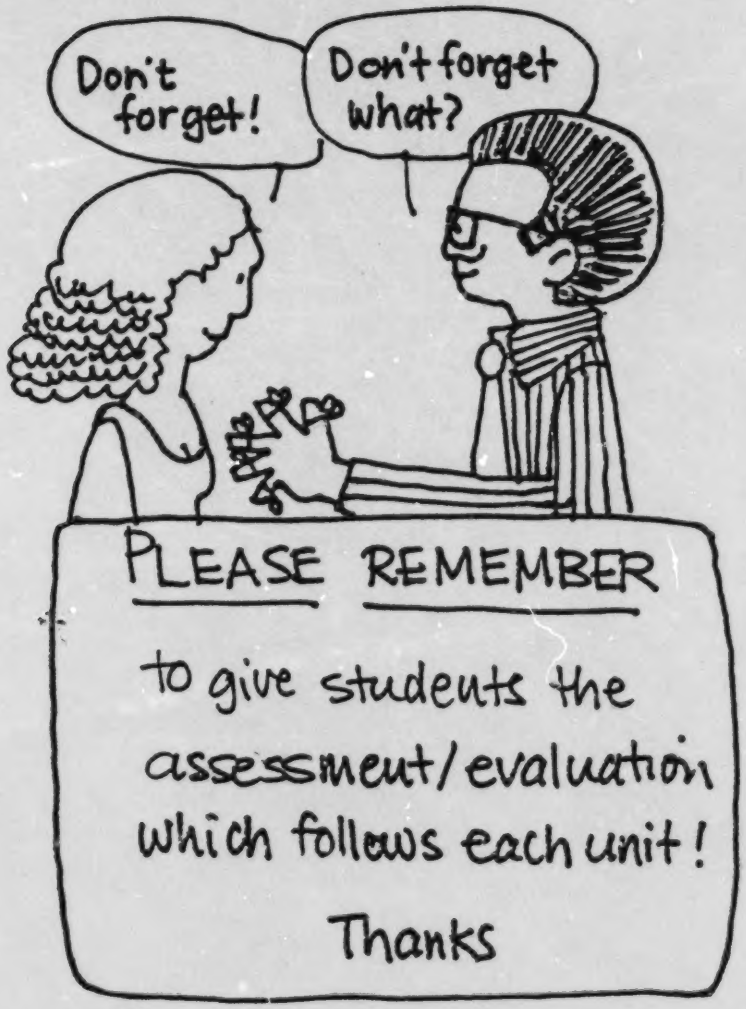
Don't forget!
Don't forget what?
PLEASE REMEMBER
to give students the assessment/evaluation which follows each unit!
Thanks

Decisions About Work

unit: The World of Work (II)

goals:

1. To provide exposure to various types of work
2. To assess and increase knowledge of realistic job possibilities, requirements, and pay scales

lessons:

1. World of Work -- Assessment
2. Sample Job Site Visit: Preparation and Follow-up
3. Job Exploration Speaker: Preparation and Follow-up

* * * * * * * * * * * * *

This curriculum provides lessons for job site visits and speakers in order to meet these objectives. There are many exciting job exploration materials already on the market (some of which are referenced on the following page.

The World of Work Assessment is a part of Lesson 1.

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Decisions About Work, unit: World of Work (II)

skill area	lesson	resources	comments
1. To assess knowledge of realistic job possibilities, pay scales and requirements	1		
2. To explore job possibilities	1, 2	a. AIP Lesson 7, 12	
		b. Janus Book Publishers, 2501 Industrial Pkwy. West, Hayward, CA 94545 (order catalogue) *Job Interview Kit *People Working Today (series)	We highly recommend all the Janus Job Exploration material. Simple, colorful, interesting, relevant.
		c. The Job Box and Workbook -- Pacemaker Vocational Resource Model-Fearon Pitman Publishers, Inc., 6 Davis Dr., Belmont, CA 94002	Good material for individual reading and learning about various occupations.
3. To learn about realistic job possibilities, pay scales and requirements		d. Call or write your local Dept. of Labor.	These statistics are always changing and the Labor Dept. frequently updates their information.
		e. Dictionary of Occupational Titles, State Dept. of Vocational and Technical Ed., Stillwater, Oklahoma	

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Decisions About Work, unit: World of Work (II)

skill area	lesson	resources	comments
3. (cont.)		d. Exploring Careers and Occupational Outlook -- U.S. Dept. of Labor Statistics, Washington, D.C. (In Mass.: 1603 JFK Federal Bldg., Government Center, Boston, MA 02203, 617-223-6761). e. Guidance Associates Filmstrips, Communications Park Publishing Group, Mt. Kisco, NY 10549. *Career Choice: A Lifelong Process *People Who Help Others *People Who Make Things *People Who Organize Facts *People Who Work with Art *People Who Work in Science	

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Decisions About Work

Unit 2, Lesson 1

lesson:

goals:

1. To assess students' familiarity with job possibilities.
2. To learn about students' experiences and role models in the area of work.

Directions

I. Introduce lesson

A. Instructor explains the importance of finding out what students know about different areas of work so that the instructor knows more about what to teach and what students are ready for. For other reasons, see Program Manual on Assessments.

B. Explain that this is not a test. Students should not worry if they have difficulty with some of the questions.

II. World of Work Assessment

(NB: You may want to divide the assessment into 2 parts, to be given on two different days, if it seems too long for your students).

A. Hand out the assessment

B. Ask students to put their name and the date on top.

C. Instructor reads each question to the class.

1. Explain directions further when necessary. Try not to give examples.

D. Allow each student to take as much time as necessary to complete the assessment.

III. Notebooks

A. Hand out notebook, white paper, and markers to those who are finished.

B. Ask students to put their name and the name of the course on the cover

Materials

See Program Manual--Assessments

Notes to Teacher -- this is just to get a sense of student familiarity with the World of Work

Student Worksheets -- "World of Work" Assessments

3 ring notebook

colored markers

blank white paper

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Directions	Materials
C. If you like, students who finish early can decorate their notebooks until the end of the class.	
D. Explain that the notebooks will be used each class to store worksheets. The notebooks will be the basic "text" for the class.	
E. Make sure to allow time next session (or any other class time in near future) for those who spent most of the hour on the assessment to design their folders. It is <u>important</u> that students do not feel penalized for spending time on the assessment.	
IV. <u>Options</u> for students who finish notebooks early:	(Optional)
A. Do the application assessment in Lesson 9.	See Lesson 9 or
B. Look through printed job related materials.	Printed Job relatec materials (books, magazines, news-papers, etc.)
V. <u>Collect All Assessments</u>. File them and record scores as for a pre-test. It is helpful to use assessment to aid evaluating the progress of students during the class.	
VI. <u>Evaluate Class</u>.	

Name _____

Date _____

I. WORLD OF WORK ASSESSMENT

Answer the question. Don't worry about spelling.

I. List some jobs (any jobs) you can think of. Put them in the column labelled "Job". Then list how much money you think the job pays and/or whether you think it is a high or low amount.

JOB	PAY	HIGH, MEDIUM, or LOW
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

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II. Match the Job with its Requirement

If the job requires:

a High School degree, write "H"
a College degree, write "C"
only Training, write "T" (no degree needed)

next to the job

JOB	Requirement (letter)
1. Maintenance	_____
2. Day Care	_____
3. Veterinarian	_____
4. Restaurant Worker	_____
5. Police Officer	_____
6. Postal Worker	_____
7. School Teacher	_____
8. Computer Work	_____
9. Salesperson	_____
10. Fire Fighter	_____

III. A. Tony and Lee apply for a maintenance job. Tony has had experience with maintenance work, but didn't finish high school. Lee has had experience and a high school degree. Who do you think will get the job?

_____

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(Assessment--cont.)

III. B. Beth and George are applying for a car mechanics job. Beth has a high school degree and experience working with cars. George has a college degree and has never worked with cars. Who do you think should get the job? _____ Why? _____

_____

IV. Choose the skill that goes with the job. (There may be more than one.)

1. Secretary

   a. Typing b. Painting c. Reading d. Making coffee

2. Bus driver

   a. Reading b. Car mechanics c. Speak foreign language

   d. Folding clothes neatly

3. Building maintenance

   a. Measuring b. Fixing computers c. Making coffee d. Using tools

4. Water/waitress

   a. Carrying many things b. Working with numbers

   c. Using a sewing machine d. Getting along with people

5. Child care worker

   a. Washing windows b. Getting along with people c. Reading

   d. Telling time

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(Assessment--cont.)

V. List 5 jobs that people you know have:

1. 4.

2. 5.

3.

VI. List 5 jobs you could be hired for now:

1. 4.

2. 5.

3.

2. Put an "X" next to the jobs listed above that you might need more education or experience for.

3. a. How much money an hour do you think you can make now? _____

b. How much do you think you could make in a whole year? _____

4.a. Name the job(s) from Question #3 that you would like to have right now:

_____

_____

b. Do you qualify for that job now? Circle: Yes No

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(Assessment--cont.)

5. a. Name at least one job you would like to have in the future:

_____

b. Do you need more experience or training? Circle: Yes No

c. What level of education do you need?

High School . . . . . .Yes No

College . . . . . .Yes No

Graduate School . . . . . .Yes No

6. What can you do now to work your way into this job?

7. How often do you think about getting a job?

a lot sometimes never

8. Would you like to work now? Circle: Yes No

9. What skills do you have now that would help you get a job?

_____

_____

10. How many hours a week do you think most people work? _____

11. How many hours a week would you like to work now? _____

12. How much is minimum wage? _____

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(Assessment--cont.)

15. Most jobs are easy/hard _____ to get

(Circle one or add a different word.)

16. When you get out of school and begin working full time do you think you will:

a. stick with the same job for most of your life.

b. switch 2-3 times.

c. switch many times.

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STUDENT HAND-OUT

p. 1

WORK INTEREST INVENTORY*

DIRECTIONS:

Read each activity. Decide if you would enjoy doing that activity. Then:

1. Circle the 0 if your answer is no!
   Circle the 3 if your answer is "I don't think so"
   Circle the 5 if your answer is "I'm not sure"
   Circle the 7 if your answer is "I think so"
   Circle the 10 if your answer is "yes"
2. Write the number that you circle in the box at the end of the row. For example, if you circle 5 for row a, then write 5 in the box. Be sure to do this for every row.

	No!	I don't think so	I'm not sure	I think so	Yes	
1. Would you enjoy. . .?						
a. Typing letters.	0	3	5	7	10	1a.
b. Selling things from door to door . . .	0	3	5	7	10	1b.
c. Dusting, cleaning, polishing	0	3	5	7	10	1c.
d. Moving furniture	0	3	5	7	10	1d.
e. Driving a taxi	0	3	5	7	10	1e.
f. Fixing broken toasters	0	3	5	7	10	1f.
g. Helping nurses in a hospital	0	3	5	7	10	1g.
h. Playing in a band	0	3	5	7	10	1h.
2. Would you enjoy . . .?						
a. Adding numbers with a machine	0	3	5	7	10	2a.
b. Selling clothing in a store	0	3	5	7	10	2b.
c. Taking care of people's pets	0	3	5	7	10	2c.
d. Loading and unloading trucks	0	3	5	7	10	2d.
e. Driving a delivery van	0	3	5	7	10	2e.
f. Repairing radios and TV sets	0	3	5	7	10	2f.
g. Helping a teacher	0	3	5	7	10	2g.
h. Designing and painting signs	0	3	5	7	10	2h.

*We were given this form at a school conference sponsored by the Massachusetts Dept. of Youth Services. The original source remains a mystery, despite our investigations!

3. Would you enjoy. . .?	No!	I don't think so	I'm not sure	I think so	Yes	
a. Running a copying machine. . . .	0	3	5	7	10	3a. ☐
b. Selling cars	0	3	5	7	10	3b. ☐
c. Waiting on tables.	0	3	5	7	10	3c. ☐
d. Working on a farm.	0	3	5	7	10	3d. ☐
e. Driving a bulldozer.	0	3	5	7	10	3e. ☐
f. Fixing cars and trucks	0	3	5	7	10	3f. ☐
g. Working in a child care center . .	0	3	5	7	10	3g. ☐
h. Singing or dancing in a show . .	0	3	5	7	10	3h. ☐

4. Would you enjoy . . .?						
a. Opening and sorting mail	0	3	5	7	10	4a. ☐
b. Selling products to stores . . .	0	3	5	7	10	4b. ☐
c. Waxing floors or shampooing rugs	0	3	5	7	10	4c. ☐
d. Helping to drill for oil	0	3	5	7	10	4d. ☐
e. Running a printing press	0	3	5	7	10	4e. ☐
f. Fixing sinks, drains, and pipes	0	3	5	7	10	4f. ☐
g. Helping poor people.	0	3	5	7	10	4g. ☐
h. Drawing pictures for books . . .	0	3	5	7	10	4h. ☐

5. Would you enjoy. . .?						
a. Filing letters and office forms.	0	3	5	7	10	5a. ☐
b. Selling fruits and vegetables .	0	3	5	7	10	5b. ☐
c. Preparing food in a restaurant .	0	3	5	7	10	5c. ☐
d. Installing steel beams in buildings	0	3	5	7	10	5d. ☐
e. Running factory machines	0	3	5	7	10	5e. ☐
f. Fixing typewriters	0	3	5	7	10	5f. ☐
g. Helping people find what they need	0	3	5	7	10	5g. ☐
h. Making rings and bracelets. . . .	0	3	5	7	10	5h. ☐

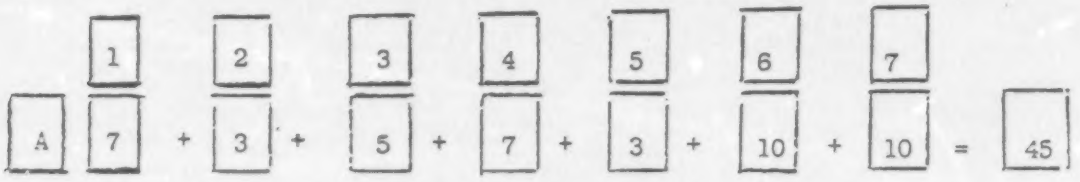
6. Would you enjoy. . .?	No!	I don't think so	I'm not sure	I think so	Yes	
a. Answering telephones	0	3	5	7	10	6a. ☐
b. Selling products over the phone. .	0	3	5	7	10	6b. ☐
c. Cutting and styling people's hair	0	3	5	7	10	6c. ☐
d. Installing carpets	0	3	5	7	10	6d. ☐
e. Driving a fork lift.	0	3	5	7	10	6e. ☐
f. Fixing broken watches.	0	3	5	7	10	6f. ☐
g. Talking with old people.	0	3	5	7	10	6g. ☐
h. Making pottery	0	3	5	7	10	6h. ☐

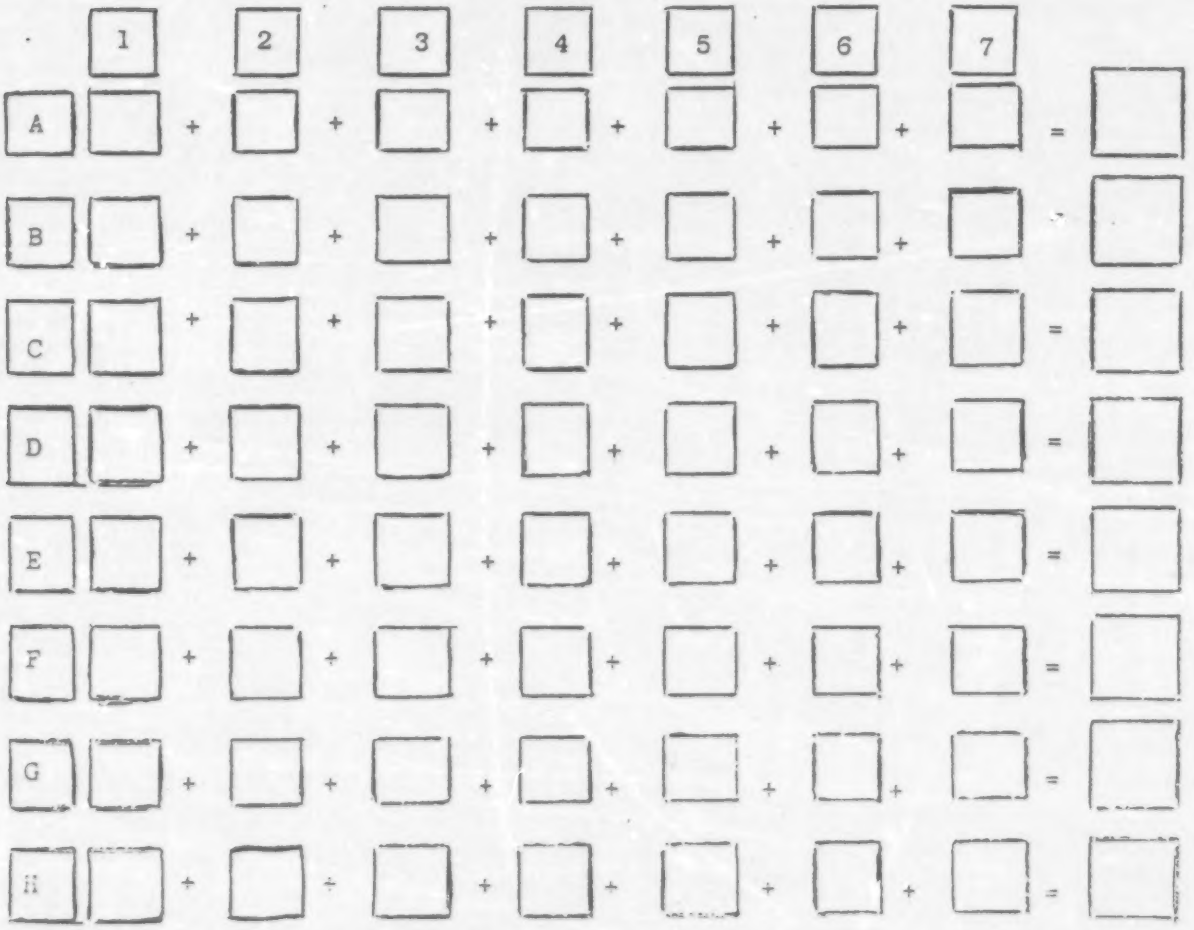
7. Would you enjoy. . .?						
a. Greeting visitors.	0	3	5	7	10	7a. ☐
b. Modeling clothes for buyers to see	0	3	5	7	10	7b. ☐
c. Carrying people's bags in a hotel	0	3	5	7	10	7c. ☐
d. Helping bricklayers.	0	3	5	7	10	7d. ☐
e. Driving a tow truck.	0	3	5	7	10	7e. ☐
f. Tuning and fixing pianos	0	3	5	7	10	7f. ☐
g. Helping people with problems . .	0	3	5	7	10	7g. ☐
h. Designing new clothing	0	3	5	7	10	7h. ☐

SCORE YOUR WORK INTEREST INVENTORY

You have been busy circling numbers to show how you feel about certain work activities. Now it is time to see what all this means. Here is what to do.

1. Look back at the numbers you wrote in the boxes on the inventory. Copy them in the boxes below. Be sure to write each number in the box that has the same number and letter as the box you are copying from.
2. After you have filled all the boxes, add the numbers across. Then write in the total at th end of the row. For example, your first row might look like this:



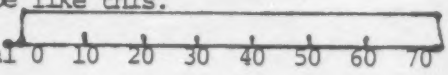


3. After you write the total for each row, complete the graph on the next page.

GRAPH YOUR WORK INTERESTS

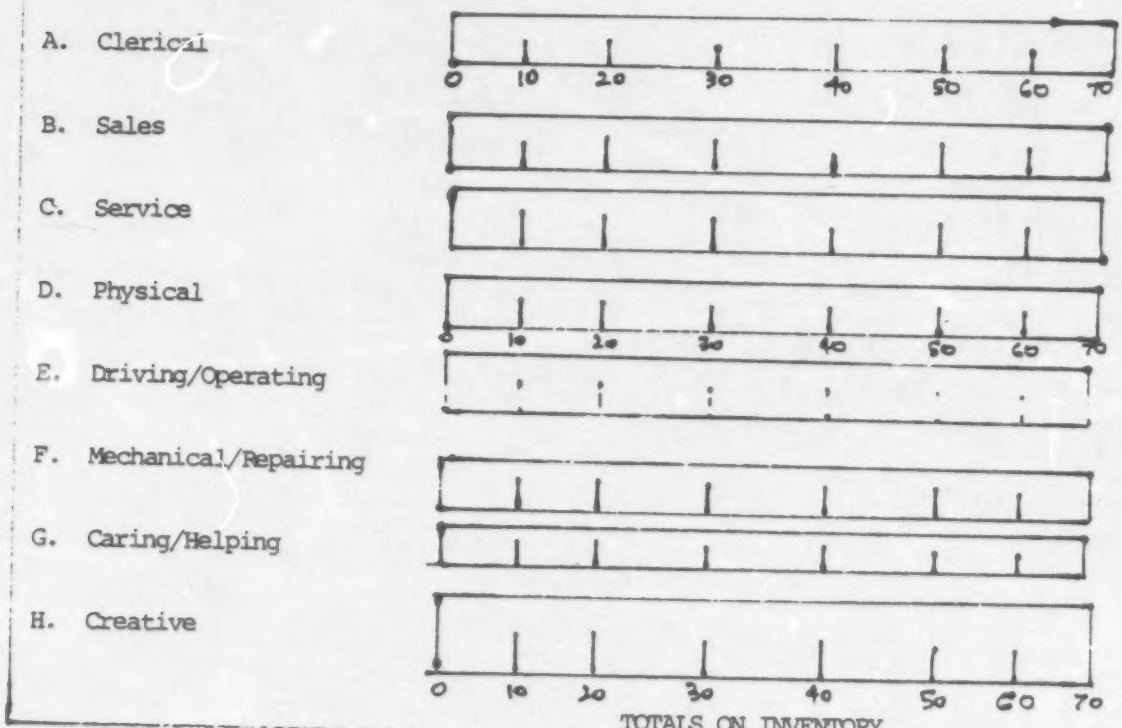
When you complete the graph it will show you the kinds of work that seem to interest you the most. Here is what to do.

1. The bars of the graph are lettered the same as the rows of boxes on p. 4. Find bar A on the graph. Mark bar A so that it shows the total you wrote at the end of row A on p. 4.
2. Darken the bar from 0 to the mark you made. For example, if your total for row A were 45, bar A on your graph would be like this.



3. Repeat steps 1 and 2 for each bar on the graph.

HOW I RATE SOME KINDS OF WORK



READ YOUR GRAPH

Have you darkened all the bars on your graph so they show the totals you had on the inventory? If so, then you can now tell some kinds of work that interest you.

There may be other kinds of work that interest you too. The inventory checks your interest in only eight kinds of work. these are kinds of work that may be open to young men and women when they leave high school.

Look for your three longest bars on the graph. Then list below the kind of work that is printed before each of those bars.

Longest _____

Second Longest _____

Third Longest _____

Of the eight kinds of work listed above, these three seem to interest you the most.

Decisions About Work

Unit 2, Lesson 2

lesson:

goals:

To integrate job site visits with curriculum goals.

Directions

NB: This lesson is probably best accomplished in 3 separate sessions. See letter to job sites for initial planning. See Lesson 1 for student input in planning for visit.

I. Preparation for a Job Site Visit

A. Ask students to volunteer ideas about what is the purpose of the job site.

B. Ask students to think of and list all the types of jobs they'd expect to encounter on their trip.
(It is helpful to think about the purpose of the business.)

C. Ask students to think of questions they might like to ask. To stimulate questions, ask things like: How do you suppose they keep the place clean? Where do they get all their equipment and how does it get there? Do you know what training you need to work there? No? Then, let's ask!

D. Students should be prepared (with pens and pads if helpful) to try to remember the job titles and tasks s/he observes at the site (as many as possible).

II. Job Site Visit

Be sure to review any safety-related issues.

Materials

Letter to Job Sites

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Directions	Materials
III. Job Site Follow-Up	
A. Initiate discussion about the visit:	
1. What do students remember?	
2. What did students learn?	
3. What did they enjoy / not enjoy about the visit? Why?	
4. What would they enjoy / not enjoy about working there?	
5. Would they recommend other students visit this site? Why?	
B. Pass out Student Worksheet, "What's in a Job?". Instruct students to:	Student Worksheets-"What's in a Job? (See Lesson 3)
1. Fill in the names of jobs that they observed.	
2. Then fill out the other column as well as they can	
3. Encourage those who wrote down information during the trip to use it now.	
C. Class Discussion / Sharing.	
1. Ask each student to name a job they remember.	
2. Copy these on the board.	
3. Ask for volunteers to rate a few of these jobs and discuss their reasons.	
D. Do the following exercise only if you feel that more knowledge can be gained from it, or if you feel the students need more practice.	See sample Student Worksheet--"Matching Job Name and Task"
1. Pass out "Matching Job Name and Task"	
2. Read directions out loud and allow each student to work separately.	
3. Come together as a class and share answers.	
4. Rate the jobs on the other sheets.	

Directions	Materials
E. Optional: Each student write a thank-you letter to the site. May be a form letter with the name and address of the site on the front, or an informal note. IV. 2 Evaluations A. Rate the visit. B. Rate the class.	

Dear

We are writing to let you know about our school and our Job Preparation program.

We have enclosed a brochure and a description of our Job Program. Job Preparation is an important part of our school program, which deals with various changes experienced during the teen years. The program attempts to help students understand these changes and learn how to make positive decisions.

The Job Preparation program gives students practice with job interviews, applications, on-the-job conflicts and hands-on skills. We also attempt to expose students to various job possibilities in order to open them up to new job choices.

In the past, we have found it helpful for speakers to address some specific interests and questions. The following is a summation of topics which you may want to touch upon:

1. Entry jobs in your field, especially jobs that an unskilled teenager might be able to get.
2. Jobs that are available with more training.
3. Specific skills and training for the jobs previously mentioned.
4. The way in which a person would apply for a job in your field. If you would like, you can share your experience in getting the job you have now.
5. Activities that may help an adolescent prepare for a job in your field (e.g. volunteering, practicing skills at home or in school, reading more, etc.)

6. Problems that one may encounter on a job and possible strategies for dealing with them. If possible, related your own experiences in dealing with employers/employee relations; employee/customer relations; employee/employee relations; difficult job tasks, etc. It helps to ask students what they might do in a similar situation and relate the solutions that you might choose.

7. Range of wages/salaries in your field.

If possible, try to bring applications from your job site and any visual materials to liven up the talk. Learning-disabled students often have difficulty concentrating for extended periods of time. The visual aids are another way to help expose them to new possibilities.

Again, we would like to express our warmest gratitude for your contribution to our Job Preparation program. Speakers have often had a great impact on our students. We are looking forward to your visit and the channels that you can open for us all.

Sincerely,

NB: This is a sample exercise that can be adapted for any job site visit.

Radio Station Jobs

Directions: Draw a line for each position to its correct job description.

POSITIONS	JOB DESCRIPTIONS
1. Receptionist	a. studies and practices being a disc jockey. Helps the D.J. that he works with.
2. Accountant	b. sets up, cares for, and fixes equipment
3. Disc Jockey (D.J.)	c. must balance the budget for the station. Helps make decisions about money.
4. Disc Jockey Intern	d. answers phones, takes messages, sets appointments.
5. Engineer and Assistants	e. coordinates advertising time with the companies that want to buy air time.
6. Sales Manager	f. may do any of the following: plays and introduces music, reads advertisements, announcements, weather and news reports; conducts interviews.
7. Secretary and tour guide	g. makes major decisions about policy and the type of music that is played.
8. Maintenance	h. keeps the offices neat and clean, fixes or builds parts of the building.
9. Program Manager	i. helps organize the business, does the paperwork, typing, filing, may conduct a tour, but does not have to make people coffee.*

*Have you seen the movie "Nine to Five"?

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Decisions About Work

Unit 3, Lesson 3

lesson:

goals:

1. To learn more about a field of work from a guest speaker.
2. To meet and talk with a worker.

Directions

I. Preparation for a Speaker

(Note: Ask speaker to bring job applications from his/her work place)

A. To make the talk more concrete, you can provide pictures of the various jobs, or tasks of a job, which can be referred to during the talk. They can be photographs, magazine cutouts, drawings, etc.

B. Discuss these kinds of preparatory questions:

1. What kinds of things do you think the speaker does?
2. What do you think is the purpose of his/her job?
3. What other kinds of jobs do you think you'd find where s/he works?
4. Do you have any questions you might like to ask?
   a. Encourage each student to think of at least one.
   b. Write each down on a separate piece of paper. Have each student ask or read his/her question to the speaker.
5. Each student should be prepared (with pen and paper if preferred) to try to remember at least 2 jobs or tasks spoken about.
6. Don't forget to prepare the speaker, as well, for any special questions or needs that your students may have.

Materials

See Teacher Guide--"Planning Activities"

Sample Student Worksheet--pictures of the various jobs spoken about by speaker. (Hospital jobs)

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Directions	Materials
II. Speaker Visit	
A. Pass out pictures of related jobs to be referred to during talk.	
B. Encourage students to ask questions.	
III. Speaker Follow-Up	
A. Initiate discussion about the guest speaker.	
1. What do you remember about the talk?	
2. What did you learn?	
3. Could you understand the speaker?	
4. Did you enjoy the visit?	
B. Pass out a "Matching Job" Exercise relevant to the speaker (see sample)	Student Worksheet: "Matching Jobs"; See sample: "Matching Jobs in Hospitals"
1. If necessary, go over key vocabulary words before doing the exercise.	
2. Each student work on sheet individually.	
3. Pass out pictures of the job, if you think it will help.	Student Worksheet: "Job Pictures"
4. Go over exercise together as a class.	
C. Choosing a Job to Apply for	
1. Instruct students to choose one of the jobs on the exercise sheet to apply for. If time, use the "What's in a Job" worksheet to help the process of choosing.	Student Worksheet: "What's in a Job"
D. Application to the Jobs	
1. Ask students to name the job they picked and why.	
2. Write these jobs on the board and ask students what they think the requirements of each job are (e.g., high school,	

Decisions About Work

lesson:

goals:

Directions	Materials
training, college experience, etc.) III. D. Application to the Jobs (cont.) Encourage discussion but also correct misconceptions. 3. Pass out applications a. Each student should fill out an application as if they are applying for the job s/he chose. (Try to give each student an application which matches their writing abilities.) b. If a student does not have enough time to complete the application, allow time to do so next session (or during other class time). c. Provide student with feedback on how well s/he did on the application, as soon as possible. This will help student see that their skills can be improved by practice. IV. Class Evaluation A. Evaluate the session with the speaker. B. Evaluate this class.	Blank applications on various levels of difficulty

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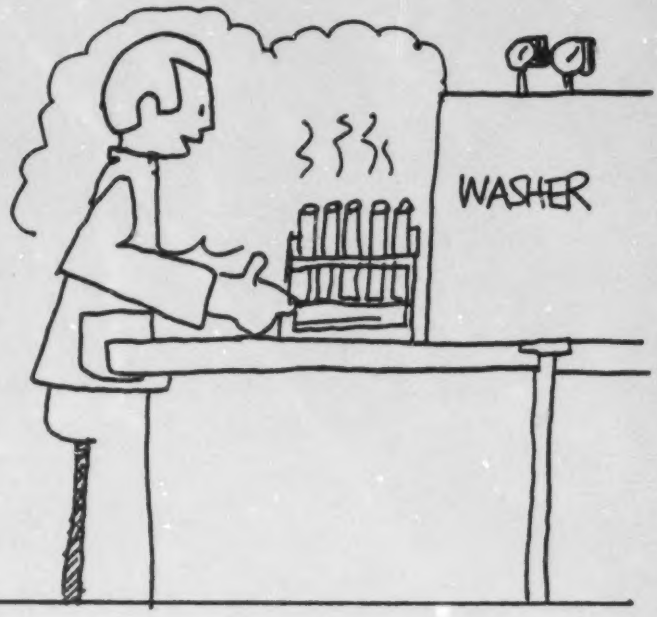
Jobs in a Hospital

Orderly

Central Supply



Receptionist

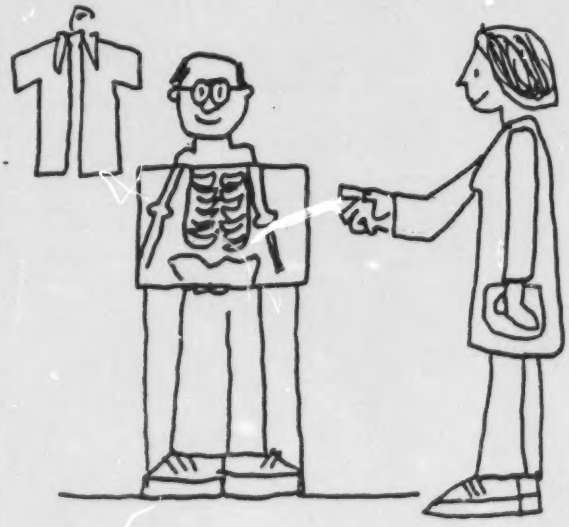
Nurse

Hospital Jobs

Laundry Worker

Maintenance

Secretary



Technician

--Matching--

JOBS IN HOSPITALS

Directions: Match the name of the job with the correct description of that job.

Name of Job	Description of Things to Do
1. Transport People	A. Draws blood for tests.
2. Nurses	B. Care for patients, examine, diagnose.
3. Central Supply Workers	C. Admit patients, give information to people, fill out forms, answer phone.
4. Security Guards	D. Clean sheets and hospital clothes of patients.
5. Receptionists	E. Bring patients and equipment from place to place.
6. Cafeteria Workers	F. Sterilize and know where all the equipment is.
7. Laundry Workers	G. Tend to patient's everyday physical needs, wheel patients, talk to them, help nurses and doctors.
8. Orderlies	H. Handle special machinery such as X-ray and heart beat.
9. Technicians	I. Give directions, keep watch over the property and personal safety of the people in the hospital.
10. Blood Drawer (phlebotomist)	J. Prepare and serve food to people in the hospital.

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What's in a Job?

Job Name	Job Description or Tasks	Good Things About it	Bad Things About it	Rating
1.				
2.				
3.				
4.				
5.				
6.				

Don't forget!
Don't forget what?
PLEASE REMEMBER
to give students the assessment/evaluation which follows each unit!
Thanks

Decisions About Work

unit: Economics and Unemployment (III)

goals:

1. To look at ways that economic organization affects people's lives.
2. To take a look at some of the causes of unemployment

lessons:

1. What is Economics?
2. What is Unemployment?
3. Understanding Unemployment

* * * * * * * * * * * * *

This unit attempts to deal with a range of economic issues as they affect people's everyday lives. We have chosen to focus primarily on the issue of unemployment since the present jobless rate places adolescents in a particularly difficult position.

We have found that the more one understands the political and economic system in which one lives, the more informed one's decisions will be. We intend to expand on the unit and welcome any suggestions for how to proceed.

The assessment for this unit is difficult. We suggest trying to get a sense of students' verbal responses to this assessment since answers #2-4 will be difficult to write. Multiple choice in this instance is inadequate since the questions involve complex concepts.

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Decisions About Work, unit: Economics & Unemployment (III)

skill area	lesson	resources	comments
1. To look at ways that economic organization affects people's lives.	1	Dollars and Sense magazine, 38 Union Square, Rm. 14 Somerville, MA 02143	A good resource for teachers and high school level readers for current economic statistics and issues.
		What's Happening to Our Jobs? Popular Economic Press, Dollars and Sense 38 Union Square, Rm. 14 Somerville, MA 02143	An excellent resource for teachers and high school students for a simple explanation of unemployment. Good illustrations.
2. To look at some of the causes of unemployment	2, 3	Why Are We Spending So Much Money? (same as above)	Same as above for understanding inflation; good illustrations.
		Life on Paradise Island, Wilson and Warmke, Scott Foresman and Co., Glenview, IL 60025	
		The National Center of Economic Education for Children, Lesley College, Cambridge, MA 02238	

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Introduction to Understanding Unemployment

ASSESSMENT

1. Unemployment means that there are:

   a. People who do not want to work.

   b. Not enough jobs for everyone. More people want jobs than there are jobs available.

   c. Too many jobs. Not enough people want them.

2. How does unemployment affect people?

3. What are some of the causes of unemployment?

4. How can a person learn more about unemployment?

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Decisions About Work

Unit III, Lesson 1

lesson: WHAT IS ECONOMICS?

goals:

1. To clarify the meaning of "economics" and "the economy".
2. To look at ways that economic organization affects people's lives.

Directions	Materials
I. Class Introduction - What is economics? Write "Economics" on the board and ask group the following questions. The questions are noted with "Q", and the answers with "A". Write down their responses Q -- Brainstorm - What is economics? or the economy? 1. Go around the room and have each student brainstorm an answer. In order to stimulate association with economics and to get more in-depth answers, ask: a. Have you ever heard anyone, the news, T.V. shows, etc. talking about the economy? What did they say? b. Economics is talked about a lot today. Why is that? c. What do people mean by "it is hard to get by". What could that have to do with economics? A. Put a circle around all of the students' answers and tell them that each answer is correct. The economy impacts on all different areas of our lives and our activities impact on the economy. Economics mainly deals with the ways in which people produce, distribute, and consume the goods they need to live.	see Notes to Teacher (Q/A format and Definition of Economics. See Program Manual: Brainstorm. see Notes to Teacher (definition of "Economics").

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Directions	Materials
Q. Why do you think we are learning about economics? a. Why is it important for adolescents to learn about economics? b. What will you be spending most of your time doing in a few years? (A: working, supporting yourself and/or family). How does economics affect those activities?	
II. Around My Way Q. What is the economy like around your way? Do people have jobs? What kinds of jobs? Are there enough jobs for adults and teens? What are houses like? streets, cars, etc.? Rate the economy around your way. Good Bad Why?	see Program Manual and Notes to Teacher (Around My Way).
III. Survival Q. What do we need to have in order to survive? For example: a. What do we need to get by every day? b. Where do we get our energy? c. Where do we sleep? d. How do we keep warm in winter? A. Food, clothing, shelter. Q. How is survival related to economics in this country? A. (possible answers: jobs, money, inflation, unemployment, welfare, etc.). Q. How do we get what we need to survive in our society? a. How do we get food, clothing, shelter? A. We exchange money for it; buy it. Q. How do most people in the country get money? A. They work. They have jobs.	

Directions

IV. The economy and our lives.

Explain that now we are going to look at some ways that the economy can affect the type of work we do.

A. Pictures of various types of economic activities:
(You can usually find good pictures in the public library to xerox for this exercise).
Hold up pictures of different kinds of economic organizations of work. For example, an agricultural economy, a slave economy, an industrial economy (or contemporary U.S. economy). Give the following explanation and then ask these questions in relation to each picture. Explain:

1. That each picture represents a kind of economic organization and tell the group what type it is.
2. In each of these pictures the economy is affecting people's everyday lives. We can learn more about the effects by asking ourselves these questions:

Q. What do these people do everyday?

Q. How do they work?

Q. How do they spend their leisure time?

Q. Can you sum up how their lives are affected by the kind of economy they live in?

V. Evaluate the class.

Materials

student worksheets--pictures of differer economies. Find pictures representing different aspects of economics-see Notes to Teachers (How Econ. Affects our Lives)

1. Question/Answer format

The format for the economics unit is different than that of the other lessons. The format is based on the Collective Learning approach which is will be described more fully.

The lessons are divided up between explanations, questions, and activities. Use the question format as you would any other lesson plan outline. They are there to help guide the instructor in his/her attempt to help students further their understanding of economics. It is important to not follow these questions religiously, but to take the cues from the class about how much they already "know", what they are interested in, their own questions, etc.

Make sure to cover the issues brought up in each question, but do so in the most appropriate way for your class.

It is also as important to stick to the question/answer format as opposed to lecturing or relying too much on the students to create the direction of the discussion.

2. What is Economics?

In trying to teach economics to junior high school students, I confronted multiple, conflicting definitions of economics. Because this is such an important and confusing topic, I found it useful to spend some time clarifying my own thoughts. The following section is an attempt to help other teachers accomplish this task, before beginning to teach the course.

My intention is not to impart my own view of economics, as "truth" - my intention is to provide a conceptual framework (including some questions and terms), that can help students sort out the confusing information and experiences they have when they first start to confront the meaning of "economics" in their

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own lives.

For example, the lessons begin to deal with the effect of economic decisions (like interest rates, profit margins, and government spending) on their own lives and the decisions they must make (like finding ajob, dealing with unemployment and layoffs, organizing to effect changes, etc.)

In this spirit, the next section deals with various definitions of economics found in my research.

B. What is "Economics"?

There are a myriad of definitions for economics. The subject is quite abstract, even though it deals with very real material phenomena.

In order to come to terms with a definition for economics, I pursued the the following course:

1. I asked people (teens and adults) what they though the meaning of economics was.
2. I looked through elementary, high school and college economics texts and articles.
3. I looked for definitions in daily news reports.
4. I looked it up in the dictionary.

This is what I found:

1. People: Economics is: Money
   How we buy and sell things
   The way we get the things we need
   The financial condition of people and business
   Inflation
   Proposition 2½

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2. Textbooks - None actually defines "economics". But they do write a lot about economics and define particular aspects of it. Here are some definitions I found:

   a. Macroeconomics - a broad view of the economic system and includes such areas as the measurement and determination of national income, the level of employment of labor and capital, the determinants and rate of economic growth, the price level, the effects of the public sector on the economy, and the effects of foreign trade on the domestic economy.[1]

   b. Economic forces - include all the labor that workers do, the tools and machinery with which they work, use of natural resources, and use of . . . technology. Economic relations are the relations among people doing economic activity - for example, the relationship between slave and slave owner, workers and capitalists, debtors and creditors.[2]

   c. "The world revolves around economics. A country and its people often act in ways best explained by their economy. It is vital therefore, to understand the principles of economics . . . The study of economics also helps people understand national decisions and policies chosen by elected government leaders."[3]

   d. "Economics is . . . science that affects everyday lives of us all . . . None of us, aside from the professional economist, feels really comfortable with the subject. The factory that employs one of our relatives or friends closes temporarily. The interest rate on our bank savings account drops. . ."[4]

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3. Daily news reports - Economics is:

   Inflation

   Unemployment

   Recession

   Stagflation

   Graphs and curves

   Interest rates

   Banks

4. Dictionary (Merriam Webster Pocket) - Economics is:

   "A branch of knowledge dealing with the production, distribution, and consumption of goods and services."

C. A Working Definition

After synthesizing that information with my experiences and knowledge from studying economics, I formulated this definition:

Economics is a science that was derived in the late 1700's in order to make sense of a new and rapidly developing organization of production, distribution, and consumption.

The way in which we are economically organized, i.e., the way in which we are organized to produce, distribute, and consume our daily necessities affects our everyday lives.

The ways in which we live our everyday lives affects the state of our economy.

But economics is far different than a "body of knowledge". Economics is what we understand and have been taught to understand, is the way in which we as a society are organized to produce, distribute, and consume our daily necessities.

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3. How does the economy affect our lives?

Possible answers for questions about pictures:

A. How does the economy affect everyday lives of the people in the pictures. How do they work? Agricultural economy: people work a lot outside, depend on the weather, work for long hours, know the people they work with, lives revolve around the home, etc.

Slave economy: work, limited free time, no option over what they do, punishment for not following rules, etc.

Today or industrial economy: spend a lot of time inside, polluted air, big buildings, work 5 days, 2 days off, possibility of travel, television, etc.

B. How do the people spend their leisure time?

Agricultural Economy: They probably socialize with the same people they work with and those who live near by, create their own entertainment, etc.

Slave economy: not much leisure time, activities are dictated, etc.

Industrial economy: movies, TV, travel, etc.

4. Around My Way

This activity will help make the topic of economics more relevant to the students. Encourage students to share their experiences and allow as much time on this activity as desired by the students. If they are involved in the activity, note their responses (mentally and/or written) and be aware of them while helping them to learn about the economy. (See General Procedural Manual for Around My Way.)

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Footnotes:

1. Macroeconomics Theory and Policy, Anthony Campagna, Houghton Mifflin, Boston, 1974.

2. Economics: An Introduction to Traditional and Radical Views, E.K. Hunt and Howard J. Sherman, Harper & Row Publishers, New York, 1975.

3. How A Market Economy Works, Marc Rosenblum, Lerner Publications, Minneapolis, Minnesota, 1970.

4. Understanding Today's Economics, Robert Crane, Franklin Watts, NY, 1979.

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Decisions About Work

lesson: What is Unemployment? Unit III, Lesson 2

goals:
1. To explore where private sector jobs come from
2. To explore reasons for unemployment

Directions	Materials
I. Lesson introduction A. Last class we tried to answer the question: "What is economics?" Today we are going to look at what is going on with economics today in our country (our economy). We are particularly going to look at unemployment because unemployment affects many adolescents. B. Ask -- Have any of you ever experienced unemployment? In what way? What do you think were some causes of the situation? What was your response? C. First let's review what we learned last class about economics: 1. What is economics? a. Go around room asking each student for an answer. 2. How is economics related to survival? a. same method as #1. II. The Nature of Jobs in this Country A. Explain--In order to understand unemployment, we have to look at jobs. (Write "Jobs" on the board.) B. Review - Why do people have jobs in this country? 1. There are many possible answers here. Consider and discuss all answers, but make sure to include the reason of "survival".	

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Directions	Materials
C. Questions to encourage the use of what students already know.	
Q: Name a few types of jobs that people might have in this country. (List all the jobs on the board. Choose one of these jobs and follow the questions based on this example:	
Job in a car factory	see Notes to Teacher
Q: What would a person need to do in order to start a factory?	
A. They need to buy machinery, raw materials and labor (people to work).	
Q: Where would the money come from to get all those things?	
A: A person(s) has earned/saved/inherited etc. the money already.	see Notes to Teacher
Q: What is this person/s usually called?	
A: The owner/s or the employer/s	
Q: Why do you think that an owner/employer would want to spend all that money? What would they want to get out of it?	
A: They want to make more money.	
Q: What do they have to do in order to make more money?	
A: They have to sell the product. (In this case the cars.)	
Q: But how do they actually come out with more money than they started out with?	
A: They have to sell the car for more than it cost them to make it. For example: The price must be greater than the cost of the machinery, raw materials, and	

Directions	Materials
labor. This difference makes up the profit.	
Q. How can the owner/employer try to make as much money as possible?	
A. By keeping the cost of the product as low as possible.	
Q: How can the owner keep the cost low?	
A. Pay as little as possible on machinery, raw materials, and labor.	
III. Labor and Unemployment	
A. Explain	
1. Now we are going to concentrate on the labor part of this process.	
Q: Why do you think we are going to concentrate mainly on labor? Who is labor? What is labor?	
A. We are labor. People do labor. Labor is work.	
2. By looking at labor here, we will better see how the economy affects our lives.	
B. Role Play activity	see Notes to Teache --Role Play options
1. Introduce the activity by saying that each one of us is now going to play different roles in the economy. By trying to get into our parts and thinking like the people we are playing, we will be able to figure out what is going on in the economy and where we fit in.	any available props and student role play cards.
2. There are many different ways to organize the role play activity. Please see the Notes to Teacher for options and instructions.	
3. Pass out the role play cards. ENJOY! The instructor should feel free to participate in the role plays, either with his/her own cards or with input.	

Directions	Materials
4. Discussion It is important that the role plays help the students further understand the causes of unemployment. This understanding can be helped by asking some questions after each role play: a. "How will this person's decision affect the amount of jobs available for people?" b. Are there any other ways to deal with the situation so that as many people as possible can have jobs? c. How does this role play relate to our economy?	
5. Other discussion possibilities Many topics of discussion can arise from the role plays. It is helpful to anticipate some of the possibilities so that you can deal with them in a way that further clarifies the concepts for the students. See the Notes to Teacher for some ideas.	see Notes to Teacher: "Anticipate discussion"
IV. Evaluate the Class	

ROLE PLAYS

I. For six out of the eight role play cards there are adversarial roles, e.g. federal government official and public school teacher; pizza store owner and teenager; furniture store owner and worker. There are 2 (the garment factory owner and the baseball mit factory owner) without adversarial role play cards.

Encourage students to "ad lib" the role of worker who might be unemployed due to the owner's decisions.

II. Options:

A. Pairs - The role play cards can be kept in pairs; each member of the role play poses a different view of the same situation. Students can role play in pairs and debate the different points of view. For example, factory worker vs. factory owner; furniture store owner vs. worker.

The 2 students involved in the role play can:

a. try to agree on a direction

b. decide that no compromise is acceptable, or

c. get the help of the group in making a decision

OR

B. Singly - Role play cards can be distributed randomly and each case can be dealt with separately.

a. Again the decisions can be made by the individual student or by the group.

b. With this option it is very important to discuss the ways in which each of these case studies are connected.

III. Feel free to make up more role play cards with other roles in the economy, e.g., self-employed worker, artist, hospital worker, etc.

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IV. Topics of discussion which may evolve from the role play:

The following are possible topics that may arise from the role play. There are many opinions as to the answers to these questions. The purpose here is to raise possible questions so that the instructor is able to anticipate and think about them.

a. Fairness - Why do some people have jobs while others don't; how much money must an employer be making in order not to lay off workers? Is what the worker or owner asking for fair?

b. Reality - Is it possible for everyone to be employed? What if an employer didn't care about profit?

c. Motivation - Is it selfishness that determines the decisions of workers and bosses? Or is it the way that this economy works? How much does a person really need to live on? How much does a business need to make in order to survive?

d. Foreign labor - Why are wages so much lower in poor countries? Why do people accept such low wages? Is it fair that companies move to other countries?

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Role Play (1A)

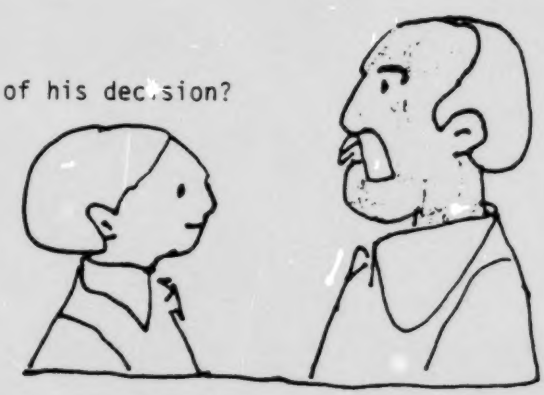
PIZZA STORE MANAGER

My name is Tonny Topper. The other day this kid came into the store looking for a job. Well, I just didn't know what to do. His name is Gerald. I've seen him hanging around the street a lot. At first I said, "Why should I hire you, all I ever see you do is hang around on the street?" But then I saw the look on his face and saw that he didn't want to do that anymore. Then he said, "Well if I have a job I won't be hanging on the street so much, but nobody will even give me a chance." Well! I can see that, he has a good point. So I said that I don't have much money to hire anyone, but I would think about it. So I thought about it and this is what I came up with:

I just have a small pizza shop. Sometimes it gets real busy here and there's always a lot of cleaning up to do, but I don't have enough money to hire someone else. I barely have enough to pay the rent on the store and support my family. Then I thought, why don't the big companies, the guys with all the money hire more teenagers. But they won't do it, cause all they care about is money. Then I thought about what Gerald said to me. If nobody gives him or any kids jobs, they'll just hang around and feel lousy and make trouble. So what should I do? I want to do what's best, but it's so hard to get by nowadays.

QUESTIONS

1. What should Mr. Topper do?
2. What will be the consequences of his decision?



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ROLE PLAY (1B)

TEENAGER

My name is Gerald Washington. I'm 16 years old and I want a job. Everybody is always saying, "Hey kid, why don't you get off the street and get a job?"

So I say "OK! I'm gonna get me a job. I will be out of school soon and I'm going to want some money. So I'll do it."

Well nobody ever told me how hard it would be to GET a job. Everybody says:

Sorry, you need more experience or

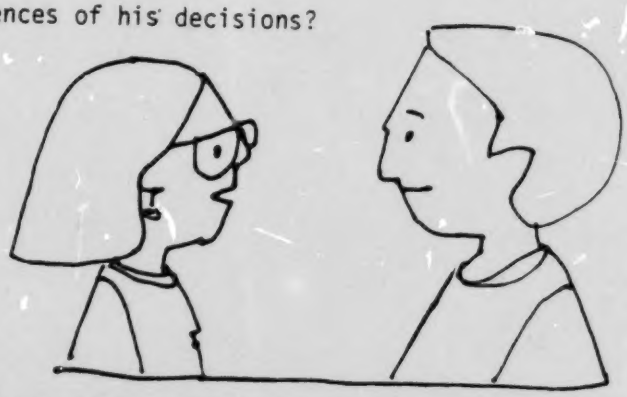
Sorry, you have to be 18 or

Sorry, with all the cutbacks, we have no money. . . .

What am I supposed to do? I don't even know if it is worth it or what is going on. And I really want to do something with my life.

QUESTIONS

1. What should Gerald do?
2. What will be the consequences of his decisions?



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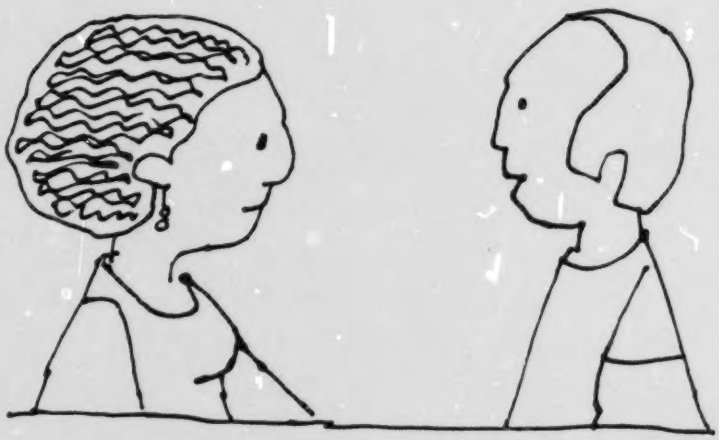
Role Play (2A)

FURNITURE STORE WORKER

My name is Joanne Emery. I work in a furniture store. Everyone here gets paid minimum wage and no more. I have to support my family on what I make and I have 3 kids. I cannot pay all my bills on only $3.65/an hour. But I don't know what to do. I can't quit because it is so hard to find another job. Some people say that we should form a union and tell the boss that if he doesn't raise our pay that we will go on strike. I think that that is a good idea. But I heard the boss say that if he hears anyone talking about unions, he will fire them. I can't risk that. I've got to put food on the table. What should I do?

QUESTIONS

1. What does Ms. Emery want?
2. What should Ms. Emery do? (Use the 5 step decision making model.)



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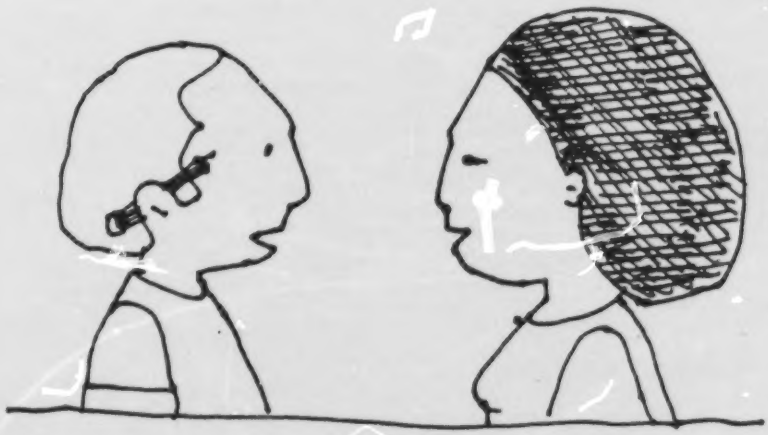
Role Play (2R)

FURNITURE STORE OWNER

My name is Kathy Brinn. I own a furniture store in Boston. You probably know by now that some workers in my store wanted to form a union. A union! Just think of it. We all get along well. Why do they need a union? Why can't they just talk to me about things the way they used to. Oh I know, they want more money. Well, if I could pay them more, I would. But if I did I would lose profits on my sales. I wouldn't be in business if I did that. I am insulted that they want to form a union. If I hear talk of it, I will give a warning. If I hear that person say it again, I will fire them. Look, we owners have to look out for ourselves too.

QUESTIONS

1. What do you think Ms. Brinn should do?
2. Why does she want no union?
3. What are alternative ways to deal with her workers? (Use the 5-step decision making model.)



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Role Play (3A)

SCHOOL TEACHER

My name is Larry Simon. I teach reading in a school in Boston. This year I have 35 students in each of my classes. That means I see 175 students each day. It is incredible. This has been happening ever since the government cut the school budget. With less money, the school had to lay off lots of teachers. So, of course, I get some of the students that the other teachers had. It is very hard to teach now. It is unfair to the students and the teachers. But I don't know what to do about it. Some people say that we should go on strike and demand that they hire back all the other teachers. But that means that we will have to close the schools and the kids will suffer. How can we convince the people and the government that education is important.

QUESTIONS:

Use the 5 step decision making model to figure out what Mr. Simon should do.

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Role Play (3B)

FEDERAL GOVERNMENT OFFICIAL

My name is Walter Harper. I think that it is very important to give young people jobs and an education. Our taxes pay for a lot of public education already.

But we have other needs for taxes as well. Right now we have to build up our military strength. The Russians spend billions of dollars on weapons. We have to let them know that we are just as strong.

Our defense experts know a lot about what is going on in the world. They say we need more money for weapons. That means that we have less money for education and jobs.

Listen, we can't please everyone.

QUESTIONS

1. What does Mr. Harper mean by:
   a. Taxes
   b. Public education
   c. Military strength
   d. Weapons
   e. Defense
2. What do you think the government should spend taxes on?
3. What would the consequences be of that decision?

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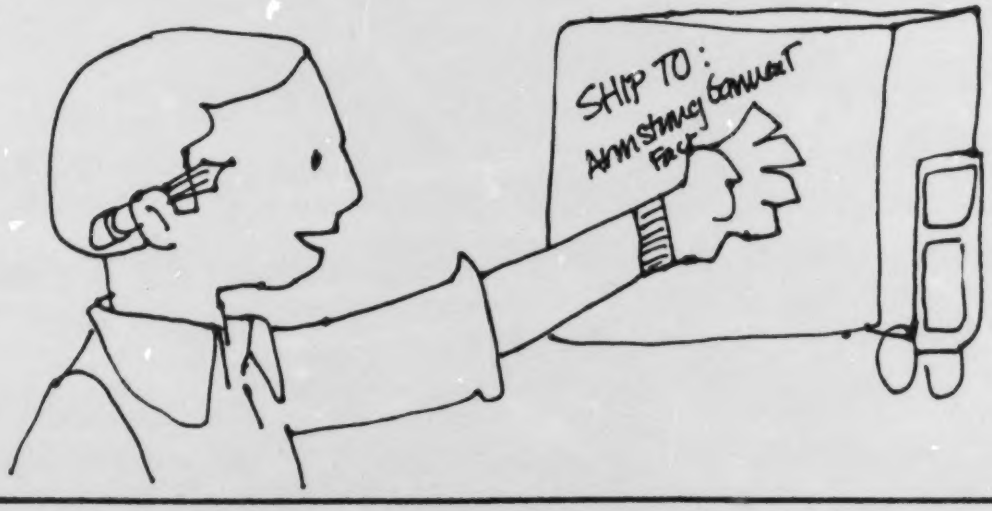
Role Play (4A)

OWNER OF A GARMENT FACTORY

My name is Hank Armstrong. I own and manage a garment factory. As you know, there are many different clothing producers around, so I have a lot of competition. I had to start lowering the cost of production or else I was going to go out of business. I pay my workers well: $3.60 an hour. That's more than I started out with when I was working. A few months ago I found out about this great sewing machine that did the work of 10 workers. So I bought a few of them and laid off 50 workers. Now I'm making the kind of money I need to stay in business. Look, if I didn't do that, I would probably go out of business and all the workers here would lose their jobs.

QUESTIONS

1. Why did Mr. Armstrong buy the machines?
2. What were the consequences of his decision?
3. What do you think Mr. Armstrong should do? Why?



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Role Play (5A)

BASEBALL MIT FACTORY OWNER

My name is Frank Green. I own a baseball mit factory. I used to sell a lot of expensive mits. But now that the economy is not so good, only the pros can afford expensive mits. So I have to make less of them. That means that I had to lay off some workers.

Then I found out that workers on the island of Haiti got paid less than workers here. I paid my workers here at least minimum wage: about $4.00 an hour. In Haiti, you can pay people $3.00 for an entire day of work. So I moved by factory to Haiti. Now I am making a lot more money because the cost of labor is much lower.

QUESTIONS

1. Why did Mr. Green move his factory to Haiti?
2. What were the consequences of his decision to move the factory? To himself? To others?

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Decisions About Work

Unit III, Lesson 3

lesson: How to Understand Unemployment: A Story

goals:
1. To familiarize students with various reasons for unemployment
2. To enable students to reflect on the feelings involved in being unemployed.

Directions	Materials
I. Lesson Introduction: Explain that we are going to continue to learn more about what causes unemployment.	
A. Optional: Review some of the causes of unemployment. Remind students to keep these ideas in mind and recall them when needed for the story.	
II. The Story	
A. Pass out the story.	Student Handout: The Job Hunt
B. Ask for volunteers to read the story aloud.	
C. Deal with any questions as they come up. Ask students to define the underlined phrases if you think it would be helpful.	
D. As a class, answer the questions at the end of each chapter. Remember, the most important activity here is the activity of thinking and listening to one another's ideas, NOT getting the right answer.	See Instructor Guide -- Underlined phrases and Answer Key
E. When Joe Newcomb is experiencing a difficult situation, ask the class how they might feel in the same situation and how they might deal with it.	
III. Evaluate the Class.	

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Lesson: Understanding Unemployment: A Story

1. Underlined phrases in the story

Definitions of underlined phrases are provided here for those that may pose some difficulty for the teacher. The others are more obvious and may not require explanation.

Ask students what they think are the definitions of the phrases. Then ask other students if they agree with the definition. The instructor should contribute his/her definition only to clarify misconceptions or confusion.

A. Unemployment - (Chapter 1, pg. 2)

1. Dictionary defintion: The state of being unemployed; involuntary idleness of workers

2. It might be helpful to first discuss the meaning of "employ" The dictionary definition of "employ": To make use of; to occupy time advantageously; to use or engage the services of

3. Thus, an unemployed person is not being made use of, his/her time is not occupied advantageously, his/her services are not being engaged.

4. See What's Happenning to Our Jobs, Popular Economics Press at the Office of Dollars and Sense, Somerville, Massachusetts, pgs. 5-7

B. "You deserve a job" (pg. 4) - This phrase is clearly an opinion. It may be helpful to ask students whether or not they agree with this opinion. Why? Why not? In what case might someone not deserve a job? These questions are to help clarify student's present thought, not to change or correct them.

C. Competition (pg. 4) - Dictionary defintion: a contest between rivals; the effort of one or more parties acting independently to secure the businesses of a third party by offering the most favorable terms, active demand by 2 or more organisms for some resource in short

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Lesson: Understanding Unemployment: A Story

D. "Competition makes the economy go round" (p. 4) - It would be impossible to clarify this issue briefly. The phrase was introduced into the story in order to increase consciousness of "competition" as an integral part of the American economic system, rather than to explain its role.

It is more important for students to think about the ways in which competition plays a role in the economy. You can ask clarifying questions such as:

1. What might you compete for in the economy?
2. How does competition between businesses help consumers?
3. How does competition between businesses hurt consumers?
4. How does competition relate to unemployment and inflation, which are two significant economic problems.

E. "Without jobs kids get into trouble." (p. 4) - Again, this is an opinion. This opinion is dealt with in "Things to Think About". It may be helpful here to encourage experience sharing or "Around My Way". (See General Procedural Manual). For example, you can ask:

1. Do kids get into trouble around your way when they don't have jobs?
2. Would having a job help them not get into trouble?
3. Have you ever had a job? Do you or have you ever had a paying job? Does having a job affect your behavior?

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Lesson: Understanding Unemployment: A Story

F. "Lay off some workers" (p. 7). - The dictionary definition here says "the act of laying off a worker or an employee" (not much help). Laying off a worker is different than firing a worker. Lay offs are usually due to insufficient funds, priority changes, automation, etc. They are not clearly connected to the performance of a specific employee. When people are fired from jobs, they get a strike against them on their employment record. When someone is laid off, s/he loses a job, but does not gain a bad reputation.

G. "We can't afford to pay them." (p. 7)- This statement is also meant as an opinion. To encourage the thought process about the implications of this statement, you might want to ask yourself (and your students if you think it would be helpful):

1. Why does an employer assume that s/he should receive more money from the business than the workers? What assumptions go along with "owning" a business?
2. Are standards of personal income different for employers and employees?
3. How might those differences impact on the amount of jobs made available by employers?

H. Union (in this case a labor union) (p. 8) - The dictionary definition is: an organization of workers formed for the purpose of advancing its members' interests in respect to wages, benefits, and working conditions.

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LESSON: Understanding Unemployment: A Story (cont)

I. On Strike (p. 8) - The dictionary definition of strike: a temporary stoppage of activities in protest against an act or condition.

It might be helpful to ask students if they can remember any strikes which directly affected their lives, were reported in the news, were talked about at home, etc. What were the strikes about? What was the outcome? See "Things to Think About" for more questions.

J. "Money to Create More Jobs" (p. 8) - Companies often determine a minimum rate of profit which they must reach before re-investing money into their business. Jobs are a possible by-product of this re-investment.

K. Taxes (p. 8) - Make sure to clarify the meaning of taxes before attempting to discuss this section.

L. Government Spending (p. 9) - It may be helpful to discuss the following questions to clarify this section:

1. Where does the government budget come from?
2. Who makes the decisions about spending priorities?
3. What are the options for government spending?
4. What are your priorities? Why?
5. What can you do to get your priorities met?

M. Invest (p. 10) - Put back into business (see "J" above).

N. Welfare (p. 15) - Government subsidy payments to those people who cannot work for physical and/or emotional reasons, or who cannot find work to support themselves and their families. Very often, when government officials need to cut spending due to deficit, welfare is the first to be cut, since welfare recipients have very little political pull.

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2. Story: The Job Hunt, Chapter 3 - Matching Excercise

ANSWER KEY:

1. e
2. Mainly c, or b, or any of the others
3. Mainly g
4. Mainly a, d, or g
5. Mainly f

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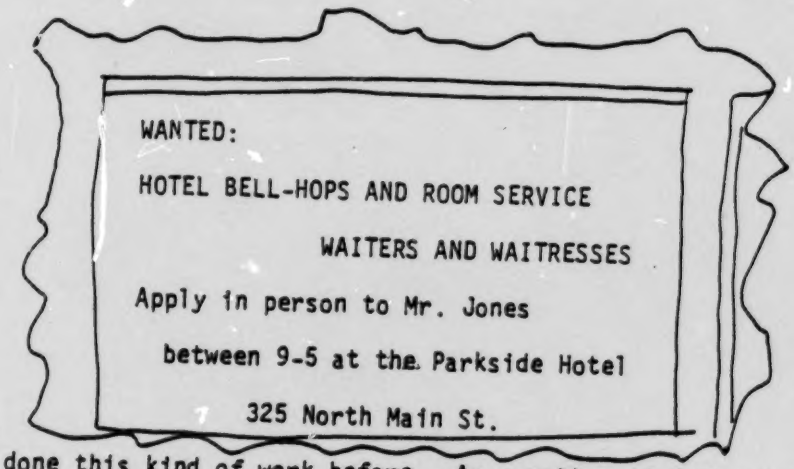
Chapter 1

"The Job Hunt"

Joe Newcomb sat on the subway. He was going downtown to apply for a job in a hotel. He had found the ad for the job in the paper the night before. It said:


WANTED:
HOTEL BELL-HOPS AND ROOM SERVICE
WAITERS AND WAITRESSES
Apply in person to Mr. Jones
between 9-5 at the Parkside Hotel
325 North Main St.

He had never done this kind of work before. As a matter of fact he never had a job before. But he knew it was time for him to support himself. His mother was having a tough time getting by. He wanted to be able to help out. A job seemed like the best thing. And he knew that if he worked hard, he could do this job well.

Joe got off at this stop and walked with the crowd up the stairs to the street. "Well, here I go", he thought. His watch said 8:55. "Great, I'll be the first one there and show them how responsible I am. But first I'd better check my tie and hair."

Joe looked at himself in a store window and did a little last minute brush-up. "Not bad," he thought with a smile. "I would hire me for sure!"

Joe walked quickly to the corner where he saw the sign "Parkside Hotel". As he got to the door he said to himself, "Perfect Timing".

There was a sign on a desk in the lobby which said, "INFORMATION". So he went over to the desk clerk and asked, "Excuse me, can you tell me

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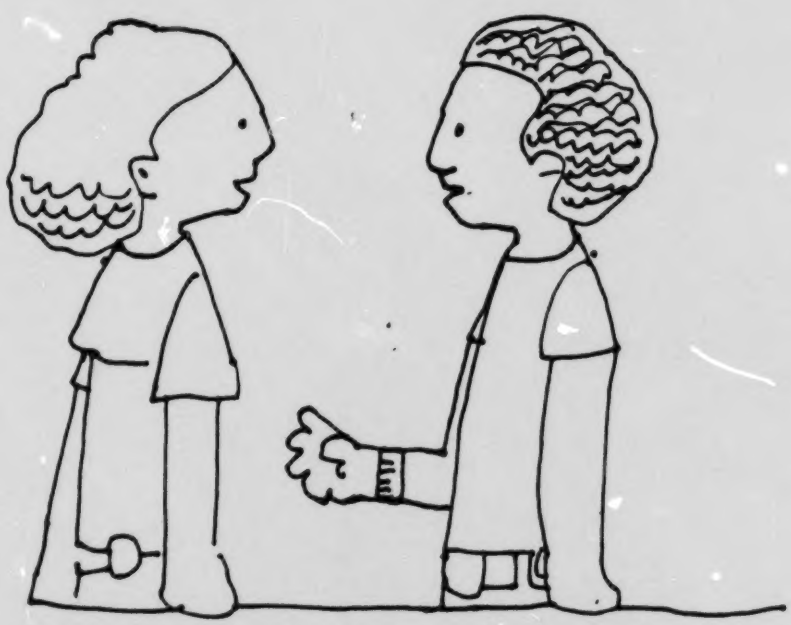
where I could find Mr. Jones?"

"Sure,"said the clerk, "just go down this hall and through the doors".

Joe said, "Thank you", and took off down the hall. But when he opened the doors, he could not believe his eyes. The room was packed with people. Ten, twenty, forty, yes, it looked like fifty people, waiting on line to see Mr. Jones.

The last person on line could see that Joe was confused. She explained, "I know just what you are thinking. It's probably what I was thinking when I got here, 'What are all these people doing here?' Why you probably thought that you were going to be the first one here. So did I. Well, son, this is what happens when there is a lot of unemployment. When one job opens up, it seems like the whole world wants it. I know, I've been looking for a job for 5 months."



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THINGS TO THINK ABOUT

1. Why were so many people waiting on line when Joe arrived at the hotel?
2. Was Joe late?
3. What does "looking for a job" mean? How does a person "look for a job?"
4. What is unemployment?

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CHAPTER 2

Joe was still very confused. As he thought about the situation, more people came into the room with the same look of surprise on their faces. Joe decided to ask the woman who spoke to h'm if she knew more about what was going on.

"Excuse me," he said, "do you know why so many people want these hotel jobs?"

"It's not that the jobs here are any better than others," she replied, "it's that there are so few jobs to pick from and so many people who want them. Many people don't have much of a choice. They have kids to feed. I'll bet you that most of the people on this line have kids. Look at all the kids here with their parents now. And I heard that there's only about 8 jobs openings here. Doesn't look good."

"Well, maybe I should go. Those people need the job more than I do," he said.

"No, you should stay. You deserve a job just as much as anyone. Wherever you go, you'll find this kind of competition. It's what makes this 'economy' go round. Besides, it's good to see a young guy like you looking for a job. Without jobs, kids get into trouble."

"Maybe you're right," Joe sighed, "but I don't think I'll get it. With all this competition, they will probably hire people with experience and I don't have any."

"You never know. Hey, my name is Brenda."

"Oh, yeah, I'm Joe. I gotta ask you, do you know why there is so much unemployment?"

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"That's a good question. Everyone wants to know the answer to that. Some say it's the government, some say it is because of big business. Some say that workers are asking for too much money. It's probably all these things. The way to find out is to listen and read the news and keep asking questions. That's the way to figure out what's going on. Well, good luck, Joe."

"You too, Brenda. And thanks for your help."

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THINGS TO THINK ABOUT

1. What did Brenda mean by "Everyone deserves a job"? Do you agree? Why/why not? (paragraph #1)

2. Do you think that Joe deserved to get a job at the Parkside Hotel?
   Yes No Why?

3. What do you think Brenda meant when she said: "Kids get into trouble when they don't have jobs? Do you agree? Why? Why not? (paragraph #5)

4. What do you think Brenda meant when she said that unemployment is caused by the government (paragraph #9)/ or unemployment is caused by big business?

5. If workers ask for higher wages, how can that cause more unemployment or make fewer jobs? Can you think of an example?

6. What do you think causes unemployment?

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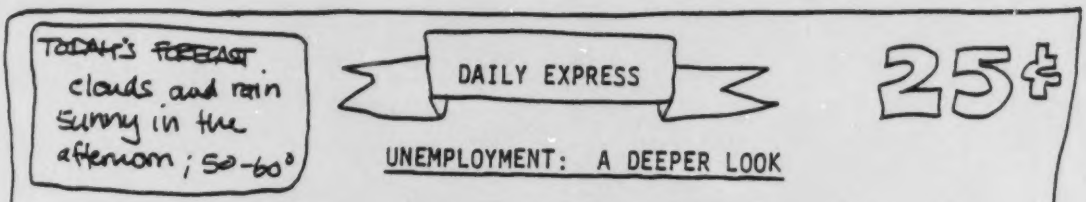
CHAPTER 3

Joe could see that he would be standing on line for awhile, so he picked up a newspaper he saw on a chair. Lo and behold, right on the front page he saw this article:



UNEMPLOYMENT: A DEEPER LOOK

The latest government poll shows that unemployment is up to 7%. Seven and a half million people are out of work.

The number of non-white unemployed people is much higher. 13.6% of the non-white population is unemployed.

Many labor organizations and community groups are very angry about this. The president says that we must wait for the economy to get better.

We interviewed representatives from business, labor, and the government, and a few unemployed people to find out what they think is causing the lack of jobs.

The following are some of the reasons they gave.

1. A business executive cites High Fuel Bills.
The Arab nations keep raising prices of oil. When oil bills go up, everything else goes up (like heating costs and all the equipment we buy). So we have to lay off some workers. We can't afford to pay them anymore."

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2. An ex-worker from General Electric says that companies move to other countries. "I used to work for GE. Our union went on strike because we needed more money to support our families. The company didn't want to pay us more. So after we won the strike they moved to a part of Asia where workers have less power than us. Those workers get paid less and can't live very well. The company fired 800 workers, so that they could make more money."

3. An ex-worker from a textile factory cites "Automation". "A lot of us lost jobs because machines have taken our place. I used to work a sewing machine. Then the company bought this big electric loom that can make the same amount of fabric with much fewer workers. They don't have to pay out as much if they get a machine. You only have to pay for a machine once, and then repair it once in a while. A person needs to be paid so that she can keep living. The company fired hundreds of us so they could make more money."

4. A company owner says that they don't have enough money to create more jobs. "We can't be expected to keep putting out more money to make more jobs. Why should we put out money if we already don't make enough money? Do you know how much we have to pay in taxes? If we didn't have to give so much to the government in taxes, then we could put more money back into business and make more jobs."

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5. An ex-grocery store owner says that big companies are squeezing the little guys out. "We just had a small grocery store in the neighborhood where we lived. Then a big supermarket moved in the neighborhood. They could sell things much cheaper than we could because you can sell things cheaper when you sell more. They also could afford to buy one of those big money-saving cash registers. With that cash register you don't need as many workers, so they fired a lot of their workers. Now they can charge even lower prices. We couldn't charge lower prices. We were just making enough to get by as it was. So we had to close the store and fire all our help. Now we are out of work too for the first time in 25 years."

6. An ex-government worker cites government spending as the problem. "I used to have a CETA job. That was a program where taxes went towards jobs for people who couldn't get other work. Now the government says they don't have enough money to employ me or any of the other people who had CETA jobs. The president says they need more money to make our armies stronger. The mayor is spending more money to build another room for his office. I even heard that the president's wife bought millions of dollars worth of plates. But they don't think that jobs are important enough to spend money on."

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7. A government representative says it is the fault of the last president. "The last president we had spent a lot of money and people were paying a lot of taxes. We have to change all that. Yes - we want there to be more jobs, but we are going to have to wait. Business needs to have more money to invest. Now that we have cut taxes, they will have more money."

These are some of the reasons for unemployment. The next question is: what are we going to do about it?

Joe took a deep sigh. "Well," he thought, I got a lot of information from that article, but I feel even more confused. Maybe what they say is true, 'Sometimes the more you know, the more confusing things seem.' Oops! It's almost my turn to be interviewed. Better get my act together."

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THINGS TO THINK ABOUT

1. Many different opinions were written in the article. Each of those opinions were given by a different person. Each of those people is part of a group. See if you can match up the group with some of the opinions they might have. (Each group can have more than one opinion). Before you begin it will help to discuss the roles these people play in the world of work. Then figure out what they would say are the causes of unemployment.

GROUP	OPINIONS about causes of unemployment
1. Small business owners	a. High fuel bills
2. Factory workers	b. Companies moving to other countries
3. Government representatives	c. Automation (changing to using machines instead of workers)
4. Big business owners	d. Companies don't have enough money to make more jobs (need higher prices, less taxes)
5. Ex-government workers	e. Big businesses are squeezing the little ones out
	f. Government cuts money for jobs
	g. It's the last president's fault

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CHAPTER 4 -- THINGS TO THINK ABOUT

1. Why did Joe think that it was important to be confident and polite during the interview? Can you give an example of how a person might act confident and polite? Can you give an example of how a person might act who was not confident or polite?

2. Why didn't Joe want Mr. Jones to ask if he had any experience?

3. Why did Mr. Jones think that it was important that Joe was a good listener?

4. What will determine whether or not Joe gets the job?
   Will it matter whether or not Mr. Jones likes Joe? Why would that matter?
   Do all employers like the same kinds of people? Can anyone please all employers?

5. Will it be Joe's fault if he doesn't get that job?

6. What do you think Joe could do now to keep looking for a job?

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CHAPTER 4

Finally Joe got a chance to meet with Mr. Jones. The interview went well, in Joe's opinion. He was confident, and polite. He let Mr. Jones know that he was a really hard worker. Mr. Jones seemed to like him. But then he asked the big question, the one Joe knew was coming... "Do you have any experience?" Joe took a deep breath and looked Mr. Jones right in the eye, and said, "Well, I haven't had experience working in a hotel, but I can assure you that I learn very quickly."

Then Mr. Jones said, "I do think that you would learn very quickly because you are a very good listener. You have to listen well to follow instructions. I will be in touch with you, Joe. I can definitely see that you would be a good worker, but as you can see, we have plenty of people here to choose from. Many of these people do have experience. I never expected so many people to show. I guess that there aren't many other jobs around. But I will consider you because I like you. Give me a call in a few days and I'll let you know where you stand. But keep looking for other jobs too. Good luck."

Joe left the hotel feeling very mixed up. Mr. Jones liked him. That was important. But what could Mr. Jones do if someone else had more experience than Joe. Oh, well, he would keep trying. At least he knew that it wouldn't be his fault for not getting the job.

But Mr. Jones was right. He should keep looking for other jobs. What he really wanted to do was go home and get something to eat. Maybe he could do a little more job hunting first and then take a break.

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CHAPTER 5

The day was still young, so Joe decided to do a bit more job hunting before he went home.

He began by buying a newspaper, so that he could look at the want ads. Then he strolled up and down a few streets to see if any stores had "Help Wanted" signs in their window. Joe looked for an hour, with no luck.

But he did not give up. He decided to go into a store to ask if they had any openings. First he went into an office supplies store . The people inside seemed pretty busy. He looked around to see if he could spot the manager, but he could not. So he asked one of the workers if they knew if there were any jobs available.

"I don't think so," he said," but maybe the manager would know, she is over there with a customer."

"Thank you," said Joe. He waited until the manager was through with the customer and asked, "Excuse me, do you have any jobs available?"

"Have you finished high school?" asked the manager.

"I am almost finished," said Joe.

"Why would you want a job before you have finished school?"

"Because I need some money and would like to get some experience."

"Well, I only hire people who have finished high school. There aren't enough jobs for everyone and high school graduates are more qualified. Maybe you should wait till you graduate, then come back and we'll see if there are any openings."

"OK, thank you," said Joe.

Joe left the store as quickly as he could. "I am bummed out," he thought. "I don't know if this is worth it. I'm just gonna go home and relax."

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Joe took the subway home and watched all the people going and coming from work. "How did they get those jobs?" he wondered,"and where do the jobs come from? What causes all this unemployment? That newspaper article made sense. I'll have to think about that more and ask more questions. That's what Brenda said I should do."

When Joe got home, his mother was busy cooking dinner. "Hi, Mom," he said.

"How did it go Joe? Did you get a job?"

Joe didn't know what to say. What could he tell her? "No, Mom, I didn't get the job and I'll never get any job." No, he couldn't say that. He had to get a job. His mother worked so hard her whole life. Joe had 4 older brothers and sisters. All were out of the home and supporting themselves, except for him.

His mother was on welfare. Welfare checks were getting so low that it was getting very hard for her to support herself and Joe. He felt so bad for her. He wanted to help. She was getting too old and tired to take another job. She deserved to rest.

Joe's anger made him decide what to tell his mother. "Mom," he said, "I have something to tell you. I didn't get that job this morning. Too many people were applying for it. You know, it is very hard to get a job nowadays. Especially if you are still in high school and haven't had any experience. There is a lot of unemployment. The economy isn't doing very well. But I'm not gonna let that get me down, Mom. I'll get a job eventually. And in the meantime, I am going to figure out what's going on with this economy and find out what I can do about it. It is not fair. Everyone deserves to have a job (Joe thought again about what Brenda said) and you deserve to have a rest."

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Joe's mother was smiling at him. He felt better now.

"Did I say all that?" he thought. "Where did I learn all that? Well, I may not have found a job today. <u>But I did find a lot of knowledge</u>."

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THINGS TO THINK ABOUT

1. Name 2 reasons why the store manager did not give Joe a job.

2. Why do you think the store manager thought that it was important for Joe to complete high school?

3. When Joe got on the subway, he asked himself some questions. "How did all these people get their jobs? Where do jobs come from? What causes all this unemployment?"

You can help Joe answer these questions, by discussing some of the information you read in the other chapters of the story.

4. What is welfare?

5. What did Joe mean when he said, "Welfare checks are getting so low". How do welfare checks get low? Where do welfare checks come from? Do you think it is easy for elderly and sick people to live comfortably? Why? Why not?

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Don't forget!
Don't forget what?
PLEASE REMEMBER
to give students the assessment/evaluation which follows each unit!
Thanks

Decisions About Work

unit: What are my interests and skills? (IV)

goals:

1. To help students become more aware of activities they do and do not enjoy.
2. To help students relate the activities they enjoy to possible jobs.

lessons:

1. Work Interest Inventory--Assessment
2. Job Choice and Job Inventory
3. Job Interests and Exploration: Matching Exercise
4. Do You Know Your Skills? Assessment and Exercises
5. Self-Awareness and Confidence
6. Self-Awareness and Confidence: Your Album Cover

* * * * * * * * * * * * *

This unit has two assessments, and both are parts of lessons. The first assessment deals with personal interests and is a part of lesson 1, "The Work Interest Inventory", and is followed by a lesson which connects interests with actual jobs.

The second assessment deals with being aware of one's own skills. This assessment is a part of lesson 4. We have found it helpful to follow up the skills assessment with a more encouraging activity (see Notes to Teacher, lesson 4 for further explanation).

The Decisions About Work Procedural Manual has more ideas for how to integrate learning about interests and skills and their application to jobs.

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Decisions About Work, unit: Interests and Skills (IV)

skill area	lesson	resources	comments
1. What are my skills?	4	Decisions About Work, Unit I, Lesson 2	
2. What are my interests?	1		
3. How do interests and skills affect job choice?	3	"Career Choice: A LifeLong Process", Guidance Associates filmstrip	See Introductory Unit--Resource Sheet.
4. How to apply an interest and/or skill to a job	2	Decisions About Work, Unit I, Lessons 2, 3	
5. Practice: feeling confident about one's interests and skills	5, 6	Decisions About Work, Unit VII, Lessons 3, 4, 5	

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Decisions About Work Unit IV, Lesson 1

lesson: Work Interest Inventory

goals: To increase awareness of one's own interests

Directions	Materials
I. Introduce lesson: A. Explain: 1. Self awareness and confidence are skills that you continue to improve throughout your life. Each day we learn more about what we enjoy doing, what we are interested in. 2. Today's exercise will help us learn more about jobs we might be interested in.	
II. Work Interest Inventory A. Pass out packets and introduce the name: Work Interest Inventory.	Student Packet--Work Interest Inventory
B. Ask: 1. Do you know what an "inventory" is. Can you give an example of an inventory? (An inventory is an exercise to help a person find out about something. For example, stores do inventories to see what is in stock. Schools do inventories to see what books they have). 2. What will this inventory help you learn about.	
C. Read directions aloud. The directions are explicit, but may need extra explanation and examples. Read the survey aloud if some students need help but allow others to continue at their own pace.	

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lesson: Worker Interest Inventory Unit IV, Lesson 1

Directions	Materials

D. After each student completes page 5, ask him/her to write his/her 3 highest interests on a piece of paper.

E. When everyone has completed page 5, share ideas in a group by by asking each student:

1. What are the 3 kinds of work that interest you the most?
2. Do they seem to reflect what you thought to be your interests?
3. (If answer to #2 is "no") How do they differ? What are your interests? etc. What did you learn about yourself?
4. Can you think of a job you'd like to have in this area? Write it on your list.

III. Evaluate Class

Decisions About Work

Unit IV, Lesson 2

lesson: WORK INTEREST INVENTORY -- JOBS

goals: To think about job interests and job possibilities

Directions	Materials
I. Introduce Lesson	
A. Remind students of what was learned from the Work Interest Inventory.	Notes to Teacher
B. Explain that each of their interests is related to a job. This lesson will introduce a few job possibilities and our unit on how to apply for jobs.	
II. Job Exploration	
A. Pass out student packet.	Student Worksheet Packet-- "Learn More about Kinds of Work"
B. Explain that you are going to use this packet to:	
1. Learn about different areas of work	
2. Choose a job to practice application procedures	
C. Ask for volunteers to begin reading. Stop reading when you get to the line "Some jobs in this field are..."	
D. Before reading the samples of jobs at the end of each kind of work, ask the group if anyone chose this area of work in the "Work Interest Inventory" last session.	
1. Ask each student who answers "yes" if they would like to do any of the following jobs, and continue reading the list of jobs.	
2. When a student chooses one of the jobs, s/he should circle it and tell it to the class.	

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lesson: Job Choice and Job Inventory Unit IV, Lesson 2

Directions	Materials
II. Job Exploration (cont.)	
E. Ask students to fill out page 5 of packet on their own. Instructor circulate room for assistance.	
III. Applications	Applications
A. Pass out applications.	
B. Ask students to fill them out as if they were applying for the job they listed on page 5.	
C. If a student does not have personal data memorized, try to arrange more practice.	
IV. Evaluate Class	

This lesson provides a very good opportunity for learning about jobs and job requirements. We recommend using pictures of different jobs during the lesson to spark more interest. See Resource Sheet for recommended materials.

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JOB INTEREST INVENTORY

LEARN MORE ABOUT KINDS OF WORK

The Work Interest Inventory checked your interest in eight kinds of work. These are described below. Each section ends with a list of jobs. Some of the jobs may be open to beginners fresh out of high school. Others require special schooling or on-the-job training.

Read the sections that interest you. Or read them all if you would like to know a little more about different kinds of work. After you read each section, ask yourself these questions:

1. How might I feel about doing this kind of work five days a week, week after week?
2. Which of the jobs listed in this section might I like?

EIGHT KINDS OF WORK

CLERICAL

Clerical workers may file letters and forms, fill out forms, keep records, type, answer telephones, greet visitors, operate office machines, handle money, or take care of incoming-and-outgoing mail. Except for cashiers, most clerical workers work in offices. They must often do very detailed work.

Some jobs in this field are: BANK TELLER, BOOKKEEPER, BUSINESS MACHINE OPERATOR, CASHIER, MAIL CLERK, TYPIST, RECEPTIONIST, SECRETARY, AND SHIPPING CLERK.

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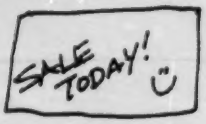
SALES



The main task of people who work in sales is to get other people to buy things. Most sales workers sell directly to their customers. But some people who work in sales may model clothes for buyers to see. Others show buyers how products work.

Sales workers should enjoy dealing with people. They should also enjoy trying to get people to buy things.

Some jobs in this field are: DOOR-TO-DOOR SALESPERSON, GAS STATION ATTENDANT, MODEL, ROUTE SALESPERSON, AND RETAIL STORE SALESPERSON.

SERVICE

Service work includes many different kinds of jobs. But all service workers perform some kind of service for the customer.

For example, a service worker might clean people's homes or offices, prepare or serve food, protect people's property, clean or launder people's clothes, or take care of people's children. Service workers should enjoy doing things for other people.

Some jobs in this field are: BARBER, BEAUTICIAN, COOK, CUSTODIAN, DISHWASHER, FOOD COUNTER WORKER, GUARD, PARKING ATTENDANT, TELEPHONE OPERATOR, AND WAITER OR WAITRESS.

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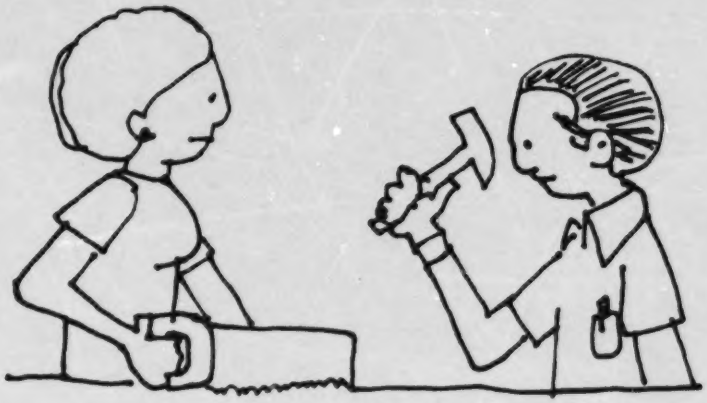

PHYSICAL

Physical work involves a lot of moving, bending, lifting, and carrying. Many jobs in this field require a lot of strength and stamina. Some of them also call for special skills. People who do this kind of work should be in good physical shape and should not mind doing heavy work.

Some jobs in tis field are: ASSEMBLER, CARGO LOADER, CONSTRUCTION WORKER, DESK HAND, DELIVERY WORKER, DOCK WORKER, FARM OR RANCH HAND, PACKER, PAINTER AND WAREHOUSE WORKER.

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DRIVING/OPERATING

Drivers and operators both run machines. The difference is that drivers run machines that carry people and goods from place to place. Operators run machines that do some kind of work such as drill or dig holes, saw logs, or lift heavy things. Drivers and operators should understand how machines work. They should also enjoy running them.

Some jobs in this field are: BUS DRIVER, BULLDOZER OPERATOR, FARM EQUIPMENT OPERATOR, MACHINE TOOL OPERATOR, TAXI DRIVER, AND TRUCK DRIVER.

(Note: Many places will not hire anyone under the age of 25 to be a driver.)

MECHANICAL/REPAIRING

Most mechanical and repair work requires skill and training. Beginners usually start out as helpers. Workers use hand tools and measuring tools to complete their tasks. They have to understand how things work. And they have to be good with their hands.

Sometimes the work calls for lifting and moving heavy things. Sometimes the work is dirty.

People who do this kind of work should enjoy finding out how something works, why it isn't working properly, and what can be done to make it work again.

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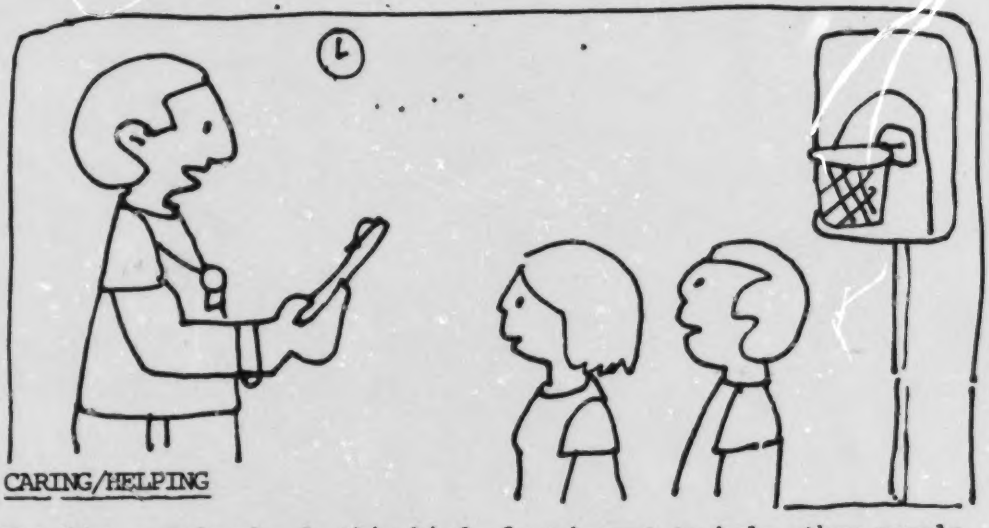
Some jobs in this field are: AIRCRAFT MECHANIC, AUTO MECHANIC, APPLIANCE REPAIR TECHNICIAN, ELECTRICIAN, PLUMBER, AND RADIO AND TV SERVICE TECHNICIAN. (Note: All these jobs require extra schooling or on-the-job training. Helpers often learn the job as they help skilled workers.)



CARING/HELPING

Usually, people who do this kind of work want to help other people. They may take care of people who are too young, too old, too sick, or too poor to take care of themselves. They may help people who are in trouble. Or they may just help people find how to get something they need.

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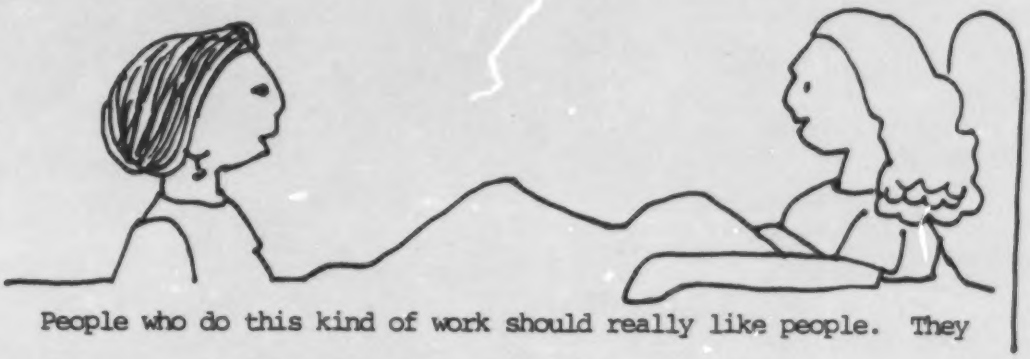

People who do this kind of work should really like people. They should care about what happens to people.

Some jobs in this field are: AMBULANCE ATTENDANT, BABY SITTER, LIBRARY ASSISTANT, NURSE'S AIDE OR ORDERLY, SOCIAL SERVICE AIDE, TEACHER'S AIDE, AND YOUTH LEADER.

CREATIVE

To do creative work you must have talent as well as interest. You have to keep coming up with fresh ideas. And you have to know how to express those ideas in either works, music, dance or some form of art such as drawing, painting, or sculpture. People who do creative work should enjoy working on their own.

Some jobs in this field are: ARTIST, ACTOR OR ACTRESS, DANCER, DESIGNER, DECORATOR, ILLUSTRATOR, MUSICIAN, SINGER AND WRITER.

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KINDS OF WORK - Exercise Sheet

Directions: Answer the following questions.

1. What were your three top areas of work in the "Work Interest Inventory?"

   _____

   _____ _____ _____

   _____ .

2. Pick one area for which you would like to practice applying.

   Which is it? _____

3. What are some things that a person do in this area of work?

   _____ _____ _____

   _____

4. Name a few possible jobs a person might have in this area of work.

   _____

   _____

5. Choose one of the jobs that you wrote in #4. Practice applying for it. Which job did you choose? _____

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Decisions About Work

Unit IV, Lesson 3

lesson: Job Interests and Exploration Matching Exercise

goals:
1. To continue process of exploring one's own interests.
2. To begin considering how personal preferences affects job choice

Directions	Materials
I. Introduce Lesson	
A. See Notes to Teachers for a framework for this lesson.	See Notes to Teachers
B. Ask:	
1. Why is it important to know something about what you enjoy before taking a job?	
2. How should personality affect job choice? (Use comical, obvious anecdotes to liven up discussion, e.g., "Nervous Ned" working as a night desk Security Guard.)	
II. Review and Integration of Previous Lessons	
A. Ask students whether or not they had personal preferences about the jobs viewed or read about in the last class.	
1. How would their personalities or preferences affect their job choice?	
2. Ask for specifics regarding the content of the film or stories.	
III. Matching Personality with Job	
A. Introduce Matching Exercise by explaining that as the year goes on, we will be learning a lot about work. This exercise is to help sharpen decision-making skills in choosing a job.	Student Worksheet--"Who Wants What?"

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lesson: Job Interests and Exploration Matching Exercise Unit IV, Lesson 3

Directions	Materials

III. Matching Personality with Job (cont.)

B. Pass out worksheets and read instructions.

C. Students may work on the sheet individually.

D. After sheets are completed, share ideas in class. Try to play "devil's advocate" in order to get reasons for answers, e.g., "Why can't Sharon work as a tour guide?"

E. Ask: "Which, if any, of these jobs would you have taken? Why?"

1. List the choices on the board.
2. Ask what criteria is used to determine choices:
   a. What do you want to know about a job before choosing it?
   b. What is important to you? (i.e., hours, money, heavy work, weather, noise.)
   c. If a student has difficulty answering, help with questions like, "Would you like a job changing diapers? delivering the mail in winter? etc.)

IV. Criteria for Job Choice

A. Ask: Based on what is important to you, what would you like to know about a job before taking it?

B. What would you like to ask an employer before accepting a job?

1. Make a list of these questions. In another lesson a list will be given out called "Work Details". Add students' ideas to this list, if not already included.

lesson: Job Interests and Exploration Matching Exercise Unit IV, Lesson 3

Directions	Materials
V. When One Can't "Choose"	
A. Explain: There are times when a person might not be able to wait for a specific job or turn down jobs they don't like.	
1. Ask: Name some of the times when people do not have the opportunity to "choose" a job.	see Notes to Teacher
2. Teacher should offer some examples as well.	
VI. Job Interest Option:	
NB: If not used here, use it during another session.	
If there is extra time before evaluation:	
1. Pass out picutres of "Job Related Activities". Ask students to check off those activities they do now or would enjoy doing and write the name of a possible related job next to the picture.	Student Worksheet Pictures of "Job Related Activities"
2. Share and discuss interests, and related jobs.	
VII. Evaluate the Class	

1. When can one "choose" a job?

The notion of "choosing" jobs is often not applicable during times of high unemployment and social service cutbacks.

We introduce the concept of "matching" personality with jobs so that students can, whenever possible, choose jobs in which they would be most likely to succeed.

It is important to introduce this lesson in a social context. There are many times when one might not be able to "choose" a job; times of high unemployment; when one needs money to survive; when industry is becoming more mechanized.

Most often, teens have very few jobs to choose from and have to compete with many others for the few jobs that are available. But the few jobs that are usually available to teens do have some basic variations. Some may require more socializing (baby-sitting; camp counselor; sales clerk) while others require more physical work (building maintenance; shipping clerk, paper deliver).

We have found that students are able to make better decisions when they are given the chance to think about and discuss these often contradictory issues before they are faced with them.

2. Skills can be learned. It is important to remind the students that although one may not have certain skills for a job now, skills can be learned. You may want to talk about ways that a person can learn a specific skill or even learn to change their preferences.

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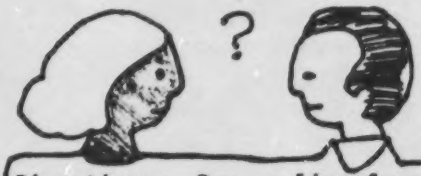

Who Wants What?

Directions: Draw a line from the personality to the job you think would be a good choice.

Personality	Job Possibilities
1. Sharon is strong, active and enjoys going from place to place	a. cashier b. mover's helper c. secretary's helper
2. Arnold enjoys reading and drawing. He has a lot of patience for sitting and working long hours.	a. sign maker trainee b. mover's helper c. day care aide
3. Lester is good with numbers. He is very organized and responsible.	a. garbage collector b. cashier c. maintenance helper - cleaning and fixing things on grounds of a building
4. Debra is very outgoing. She is friendly, likeable, enjoys talking and meeting new people.	a. envelope stuffing at home b. cashier c. receptionist's helper at a health clinic -- phone messages and receiving.

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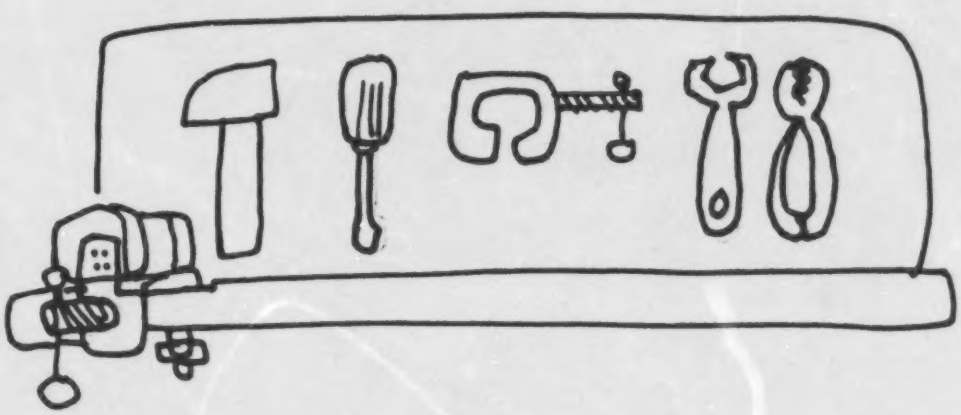
Who Wants What? (cont.)

Personality	Job Possibility
5. Nancy likes to work alone. She enjoys doing physical and mechanical work.	a. day care aide b. restaurant worker c. maintenance helper - cleaning and fixing things on the grounds of a building.
6. Tony enjoys building muscles, being with children, and playing basketball.	a. nurse's aide b. messenger for an office c. gym coach



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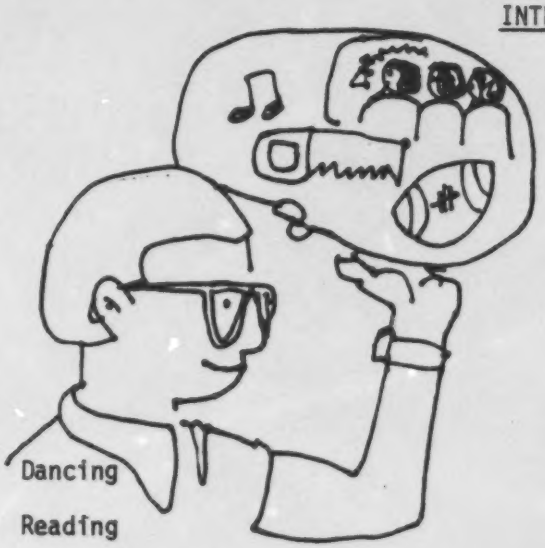
INTERESTS



Dancing

Reading

Skating

Walking

*Listening to Music--
what kind?

Woodworking

Going to movie

Working with cars

Doing things with your hands

Drawing

Swimming

Camping

Writing

Going to School

Sewing

"Playing sports--which ones?

Being alone

Lifting heavy objects

Using your imagination

Being with other people

Talking with other people

Talking to people

*Watching T.V.--which shows?

Singing

Helping people

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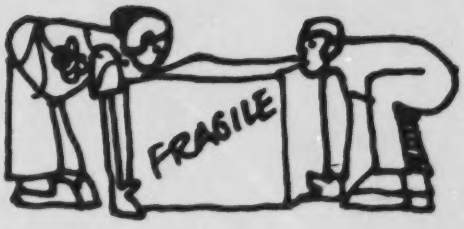
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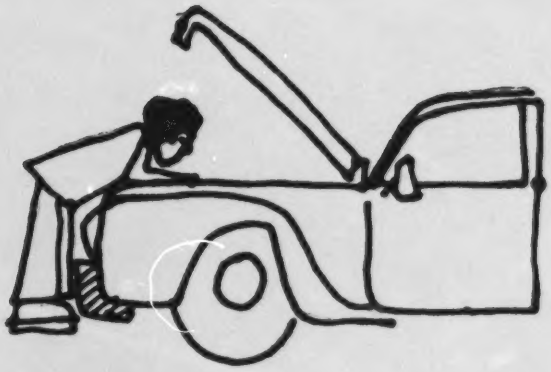

Decisions About Work

Unit IV, Lesson 4

lesson: Do You Know Your Skills?

goals:

1. To learn about his/her own skill.
2. To think about why people underestimate themselves.

Directions	Materials
I. Introduce Lesson	
A. Ask class if they know the meaning of "skills".	
1. For example, to put it more concretely, "If you were talking with a job counselor, s/he might ask, "What skills do you have?" What does s/he mean by "skills"?	
II. List your skills (This part is the assessment. Remember to collect papers and keep record for post-assessment.)	
A. Explain that this lesson is designed to help us learn what our skills are.	
B. Pass out blank paper.	blank paper for each student
C. Ask students to:	
1. Put your name and date on the top.	
2. List all of your skills. Don't worry about spelling.	
3. THINK!	
4. Instructor cannot give any hints - this is for you to learn about you.	Notes to Teacher
5. If student has difficulty thinking of skills, reassure him/her that the second part will help.	
6. When list is completed, count the skills listed and put the number on the top of page. Circle it.	
7. Pass papers to instructor.	

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Directions	Materials
III. Discussion break	
A. Encourage sharing around the following questions:	
1. "How was that? Easy? Hard? Why?"	
2. What did the exercise raise for you?	
IV. Skills-Checklist	
A. Pass out worksheet: "Do You Know Your Skills" (We encourage teachers to type up other versions of this sheet if your students have more or less or different skills than those listed here.)	student worksheet: "Do You Know Your Skills?"
B. Explain that this is the second part of the lesson.	
C. Tell students:	
1. Put your name and the date on top.	
2. Put a check next to each skill that you have. (Either read the list out loud or circulate the room to aid in the reading.)	
3. Add any skill you may have that is missing.	
4. Count each check (and your own additions) and put the number on the top of the page. Circle it.	
V. Self-Reflection	
A. When all students have completed part IV, pass back the first list to each student (i.e. their own written list).	
B. Discussion. Ask:	
1. Did anyone have a difference between their first circled number and their second?	
2. Would you tell us the difference?	
3. Why do you think there was a difference? Why did you have trouble thinking of all the skills you had before you saw the list?	

Directions	Materials
4. What makes people underestimate themselves, i.e., think they're not as good as they really are?	
5. How can we try to not underestimate ourselves?	
6. How/when does it help to know and appreciate your own skills? (Possible answers: to feel good about yourself, a job interview, choosing a job that you would enjoy).	
VI. Related Activity	
A. Ask students to pick one skill off their lists and think of one job that requires that skill.	
B. Write each job and its skill on the board.	
VII. Papers	
A. Collect the original written lists to be used as assessments and pre-tests.	see Program Manual- "Assessments"
B. Put other papers in notebook.	
VIII. Evaluate class	

1. The first part of this lesson (listing your skills) is often quite disturbing to people with low self images.

2. We recommend completing this part of the lesson despite the negative reactions it might raise. We have found that teachers and students can learn a lot about themselves by discussing the issues and reactions that are raised here.

3. The moods often swing dramatically during the second part (Checking Off Your Skills) since the number of skills checked are so high. They might belittle some of the skills on the list, saying, "Oh anybody can do that." You can reply that that is not true and it is nonetheless a skill that can be used in a job.

4. It is important to remind students that:
   a. self-confidence and
   b. being aware of all your skills

   are <u>also skills</u> which can be learned with <u>practice</u>.

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SKILLS

Directions:

1. Check the things that you can do.
2. Then count the number of checks.
3. Put the number on the top.

* * * * * * * * * * * * *

1. Talk on a telephone
2. Write a message from a phone call
3. Deliver a message
4. Ride a bike
5. Put groceries in a bag
6. Place objects on a shelf in the correct places
7. Move heavy objects
8. Tell time
9. Supervise one or more small children
10. Teach kids to play a sport
11. Put a child to bed
12. Change a diaper
13. Cook a meal
14. Make a salad
15. Set a table
16. Wash dishes
17. Clean up a kitchen
18. Use a hammer
19. Use a saw
20. Nail or screw pieces of wood

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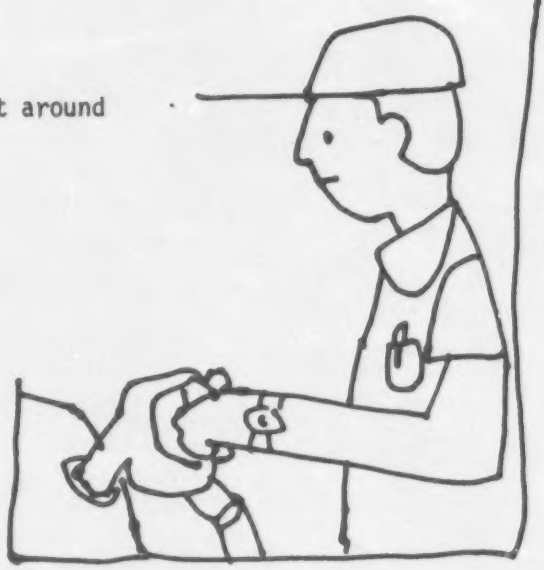
21. Build a box
22. Clean up a house
23. Change a bicycle tire
24. File in alphabetical order
25. Use a pocket calculator
26. Add
    Subtract
    Multiply
    Divide
27. Follow directions
28. Fill out a time card
29. Work on a ladder
30. Work as part of a team
31. Type
32. Use a computer
33. Use trains and buses to get around
34. Plant a plant
35. Water a garden or plants
36. Rake leaves
37. Shovel snow
38. Paint rooms of a house
39. Use a gasoline pump
40. What else can you do?



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Decisions About Work

Unit 4, Lesson 5

lesson:

Self Awareness & Self Confidence: Skills, Interests

goals:

1. To think about the importance of self awareness and self confidence
2. To practice interview skills.

Directions	Materials
NB: This lesson will probably take up 1½ - 2 periods. Remember to evaluate class after each period.	
I. Introduce lesson	
A. Pass out student packet.	Student Worksheet Packet: Self Awareness and Self Confidence (3 parts: 1st page intro., case study, questions).
B. Instructor reads aloud the first page of the student packet entitled "Self Awareness and Self Confidence.	
1. Use the questions as discussion starters to help students think about why self-awareness is (or could be) important.	
II. Case Study	
A. Instructor reads aloud the first 2 paragraphs of the case study (page 2).	
B. Ask for volunteers to read the parts of Mrs. Carton and and Tyrone.	
C. Ask for feedback about the case study or go right to the questions (#1-4) on the next page for more structure.	
III. What Are My Skills?	
A. Pass out blank paper and read #1 under "Exercises".	blank paper
1. This exercise is very similar to that of the original "Skills Assessment"	
2. Encourage students to write their own list without hints.	
3. Remind them of their experience with this exercise earl er in the year, i.e., "Can you think of more	

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lesson: Self Awareness and Self Confidence: Skills and Interests

Unit IV, Lesson 5

Directions	Materials
III. (cont.)	
of your skills now than you could then?"	
B. Pass out the written list of skills if the student still feels s/he needs help.	student worksheet" "Skills"
1. Read aloud the directions.	
2. Encourage reflection on issues surrounding self confidence i.e. "You sure can do more than you think you can! Why is that? How can we work together to help you have more confidence?"	
C. Do exercise #2. Encourage thought by asking leading and/or direct questions, e.g. "What do you like doing in school? Out of school? Do you like playing basketball?"	student worksheet: "Interests" and/or pictures of interests from lesson
1. Pass out written list of interests and/or pictures of activities for more ideas to add to their lists.	
IV. Interview Role Plays	
A. Do #3. Re-do the interview as many times as you can with as many volunteers as possible. Mrs. Carton's part may be adlibbed along with Tyrone's (names may be changed).	
1. Teacher may want to play Mrs. Carton in order to ask student more questions.	
2. Encourage students to read from their lists but to also go on to any other issues pertaining to an interview.	
3. Have fun!	
B. Encourage class members to evaluate each other's interviews.	Program Manual: "Peer Group and Constructive Criticism"
V. Papers: Put all worksheets and lists in notebooks.	
VI. Evaluate Class	

SELF AWARENESS AND SELF CONFIDENCE

The next few lessons in your Working Class will focus on YOU. An important part of Job Education is learning more about your interests and skills.

So far we have talked about:

1. The meaning of work -- by doing the lesson, "Stranded on on Island";
2. Job Possibilities -- by watching filmstrips, doing exercises.
3. Our Interests and Skills
4. How certain people like certain kinds of jobs

Now it is time to learn more about ourselves -- to learn more about our interests and skills, and to gain more self-confidence. Being self-confident helps in getting a job.

a. Do you know which activities you enjoy doing? Which you don't enjoy? Is it important to know about what you like and don't like to do? Why?

b. Do you know what all your skills are? Can you write a list of all your skills? Is it important to know about your skills? Why?

c. Is it important to know about the things that you don't do well - the things you need help with? Why?

d. Think of an example of a job that would not be good for you, or for somebody else that you know. Everyone think of one, and tell class.

e. Think of a job that would be good for you or for someone else you know.

f. When is it important to know about yourself and to have self confidence?

Now, read this story....

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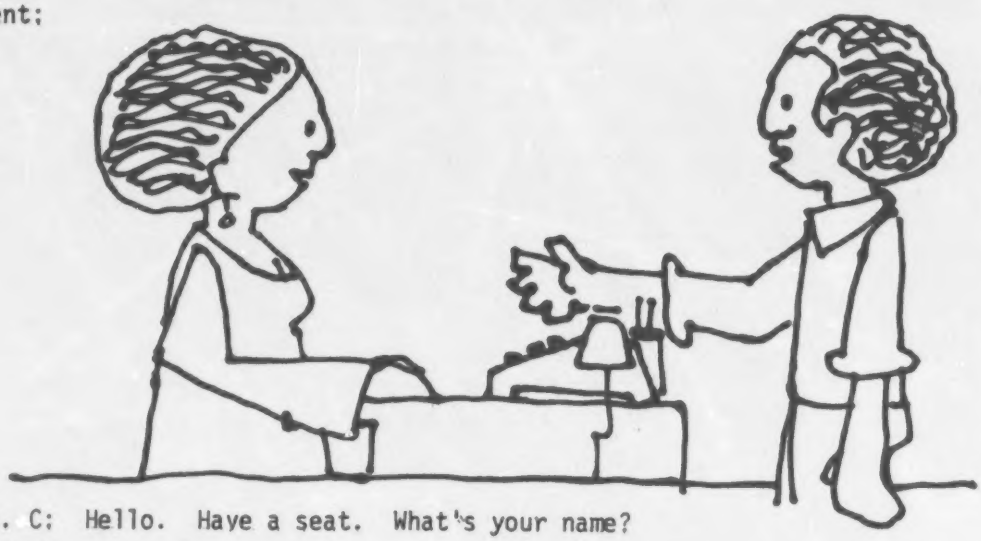
Self-Awareness and Confidence

CASE STUDY

Tyrone is 15 and ½ years old. He lives in Boston and heard about some jobs available at the ABCD office. He had a job before, working with little kids during the summer, but he didn't enjoy it too much. He wanted to get a different job this time.

He went into the office and was told to wait until Ms. Carton was finished with her other interview. While he waited, he looked through the magazines. Fifteen minutes later, he was called. This is how the interview went:



Ms. C: Hello. Have a seat. What's your name?

T: Tyrone Smith.

C: Hi Tyrone. I'm Ms. Carton. How can I help you?

T: I heard that you had some jobs. I'd like to apply for one.

C: Good. Do you know what kind of job you're looking for?

T: Well, not really. I'll take anything.

C: Have you ever worked before?

T: Yes.

C: Doing what?

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2/

T: I took care of the little kids up at the library.

C: How did you do at that job.

T: O.K.

C: Would you like another job like that?

T: No, not really.

C: So you don't really want a job in anything. What would you like to do?

T: Well, I'm not sure.

C: Have you ever thought about it?

T: Not really.

C: Well, what are you good at? What do you like doing?

T: Um, I can (pause a few seconds). I'm pretty strong and good at sports.

C: O.K., anything else?

T: I can't think of anything right now.

C: Why don't you fill out this application and come back tomorrow. In the meantime, try to think about what you'd like to do, and what skills you have to offer.

T: O.K.

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Questions for Case Study

1. How do you think Tyrone did on the interview? Why?

2. What do you think Ms. Carton thought of him?

3. What could Tyrone have done to prepare for the interview?

4. What could he have done during the 15 minutes that he was waiting for Ms. Carton to improve his interview.

Exercises

1. Now, let's find out your skills and interests. Make a list of your skills. (If you need help, your teacher will pass out a list for you to check--after you first try it yourself.)

2. Make a list of your interests--the things you like to do or know about. (Again--you can have help if you need it--after you try it yourself).

3. Now we will do the interview again, but this time we'll do it better. We will add your interests and skills. Anyone can volunteer.

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SKILLS

Directions:

1. Check the things that you can do.
2. Then count the number of checks.
3. Put the number on the top.

* * * * * * * * * * * * *

1. Talk on a telephone
2. Write a message from a phone call
3. Deliver a message
4. Ride a bike
5. Put groceries in a bag
6. Place objects on a shelf in the correct places
7. Move heavy objects
8. Tell time
9. Supervise one or more small children
10. Teach kids to play a sport
11. Put a child to bed
12. Change a diaper
13. Cook a meal
14. Make a salad
15. Set a table
16. Wash dishes
17. Clean up a kitchen
18. Use a hammer
19. Use a saw
20. Nail or screw pieces of wood

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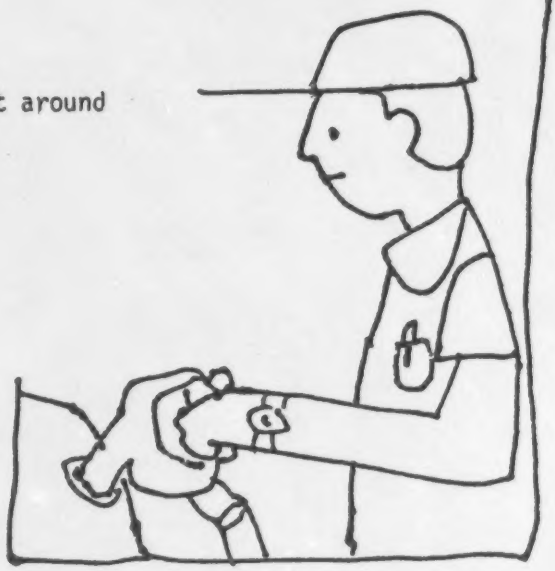
21. Build a box
22. Clean up a house
23. Change a bicycle tire
24. File in alphabetical order
25. Use a pocket calculator
26. Add
    Subtract
    Multiply
    Divide
27. Follow directions
28. Fill out a time card
29. Work on a ladder
30. Work as part of a team
31. Type
32. Use a computer
33. Use trains and buses to get around
34. Plant a plant
35. Water a garden or plants
36. Rake leaves
37. Shovel snow
38. Paint rooms of a house
39. Use a gasoline pump
40. What else can you do?



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Decisions About Work

Unit IV, Lesson 6

lesson: Self Awareness and Confidence--Album cover

goals:

1. To create something which symbolizes oneself.
2. To practice writing basic personal information.

Directions	Materials
I. Introduce Lesson	
A. Ask:	
1. What was learned in the last class (Self Awareness & Confidence)?	
2. How can we apply what we've learned? When might it be important to be confident about one's interests and skills?	
B. Explain:	
1. This activity is a fun way to learn more about yourself. We are going to try to make an album cover about ourselves, or about how we'd like to be, in the same way that musicians do.	Notes for Teachers: Sample Album Covers
II. Album Cover	
A. Pass out student worksheet, "Presenting...You".	Student worksheet: "Presenting You"
1. Go over the instructions with the class. It may help to write them on the board.	
B. Pass out paper, markers, etc.	
C. Students may look at pictures of interests (in their notebooks from one of the previous sessions) for ideas	Colored construction paper, colored markers, other drawing materials, magazines for collage, scissors.
D. Teachers should feel free to participate in the activity.	
E. If possible, you may want to laminate finished product, or cover with clear plastic wrap.	

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Directions	Materials
F. Try to tie this activity in with other facets of the program or the school, e.g. paste them to front of "Adolescent Issues" notebooks, put them up on a bulletin board, print them in a school newspaper. III. Evaluate Class	

To help motivate students to use their artistic skills, we recommend bringing in some album covers and suggesting that students bring in album covers they particularly like. Discuss the album covers, "What does this album say to you? What kind of message to dyou think the designer was trying to give? What do you know about the performer based on the cover?"

What would you like an album cover to say about you?

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*PRESENTING....YOU!

This lesson is to help you get to know yourself better and to remember the good things about yourself. The better you know yourself, the better you can do in an interview and a job.

In this lesson, we are going to make something that stands for YOU!!!

I. Design an album cover about yourself:

A. You can design it any way you want but it must have these things--

1. Write or draw something about YOU -- your name, birthday, zodiac sign, where you're from.

2. Write or draw 3 words that best describe you.

3. Write or draw your favorite musician or music group, T.V. show or personality, hobby or sport, subject in school.

4. Write or draw what you would like to do in the future.

*adapted from: Nitty, Gritty, How-to-Get-a-Job Book by Gwyn Brown

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Don't forget!
Don't forget what?
PLEASE REMEMBER
to give students the assessment/evaluation which follows each unit!
Thanks

Decisions About Work

unit: Job-Hunting Steps (V)

goals:

1. To become familiar with the many different ways to look for a job.
2. To practice job hunting.

lessons:

1. Steps in Getting a Job
2. Practicing the Steps: Phone call role plays

* * * * * * * * * * * * * * *

The assessment for this unit is in lesson 1, exercise 2 -- list all the ways you can think of to get a job.

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Decisions About Work, unit: Job-Hunting Steps (V)

skill area	lesson	resources	comments
1. What are the steps?	1	a. Getting A Job by Florence Randall, Fearon Pitman Publishers, Inc., 6 Davis Drive, Belmont, CA 94002	Elementary level exercises. Nicely laid out.
		b. Job Interview Skills, Follett Coping Skills Series, Follet Publishing Co., Chicago, IL.	This workbook has some good activities, but can be bogged down with details regarding "proper" behavior.
		c. Finding Work, Follett Coping Skills Series.	Good for individual written practice--not discussion-oriented.
2. Practicing the steps.	2	a. Wanting A Job by Richard Turner Career Guidance Series, Follett Publishing Co., Chicago	Good for individual classroom work, vocabulary building, etc.
	*	b. Get Hired: 13 Ways to Get A Job by Durlynn Anema, Janus Book Publishers, 2501 Industrial Pkwy West, Hayward, CA 94545	Interesting case studies, creative exercises, good for initiating discussions and role plays.

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Decisions About Work

Unit V, Lesson 1

lesson: Steps In Getting a Job--Assessment and Practice

goals: To think about and practice concrete steps in getting a job.

Directions	Materials
I. Introduce Lesson Tell students that getting a first job requires a few steps before you ever get to the application and interview. Getting a job is like other skills (basketball, bike riding): it requires practice and mistakes. This lesson will help start this practice.	
II. Assessment--Ways to Get a Job A. Pass out blank paper B. Instruct students to list all the ways they can think of to go about trying to get a job. If more instructions are necessary, ask students what they could do if they just moved to a new city and needed to find out all the ways to look for work. C. Collect papers and use them as assessments and pre-tests.	blank papers
III. "Experience-Sharing" Discussion A. Ask: 1. Has anyone ever had a job? 2. What was it? 3. How did you get it? B. Write answers to number 3 on the board. C. Encourage students to listen closely to each other's experiences. The experiences will help them with the next part of the lesson. D. Instructor can contribute his/her own experiences if they will help with the next exercise. Ask: "How do you think I got my job?"	

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lesson: Steps in Getting a Job

Unit V, Lesson 1

Directions	Materials
IV. Steps in Getting a Job--Exercise	
A. Options:	
(Choice should depend on what teacher anticipates to be the most successful structure for that day.)	
1. Each student work on their packets separately.	
OR	
2. Break class up into pairs or groups of no more than 3.	
OR	
3. Do the exercise as a class.	
OR	
4. Let the class vote on the above 3 options.	
OR	
5. Play the Family Feud Game -- See Unit 1 lesson 1, Notes for Teachers	Family Feud Game, Unit 1, lesson 1, Notes for Teachers.
B. Pass out student worksheet, "How to Get that Job". No matter how the group is broken up, each student should write the steps on his/her sheet.	Student Worksheet: "How to Get That Job"
1. If the class is in small groups, encourage them to choose a presenter who can present their steps to the rest of the class when they have completed the exercise.	
C. When most of the students have completed the exercise, share the ideas as a class.	5 Step Decision-Making Model
1. Use the 5 Step Decision Making Model to help solve the problem of getting a job.	
2. Encourage suggestions, criticism, evaluations as to whether or not the plans will work.	

lesson: Steps in Getting a Job Unit V, Lesson 1

Directions	Materials

IV. Steps (cont.)

C. 3. There are many possible plans. The following are examples of first steps:

a. Meet with a job counselor in a school or employment center.

b. Look in the phone book and call all the fast food restaurants.

c. Look through the newspaper want ads.

d. Walk around to restaurants if the city/town is small enough.

e. Try to find out how your friend got his/her information and follow it up.

f. Contact your friends who are working in or have worked in restaurants.

V. Evaluate Class

How to Get That Job

A friend has just told you that one of the local fast food restaurants needs part-time help. She is not sure which one it is. A few friends of yours have worked in fast food places and have said that they were okay.

You really want that job. What should you do?

List the steps you must go through to get the job.

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Decisions About Work Unit V, Lesson 2

lesson: Practicing the Steps -- Phone Call Role Plays

goals:
1. To learn "helpful hints" for making Job Hunt Phone Calls.
2. To practice Job Hunt Phone Calls

Directions	Materials
I. Introduce Lesson Today we will practice skills that are different than the others that we've practiced. We are going to practice making job-hunting phone calls.	
II. Phone Calls A. Pass out Student Worksheets "Fabulous Phone Calls" and	Telephone Props (as realistic as possible--you can borrow phones from the Phone Company)
B. Instructor reads the "Fabulous Phone Calls" Sheet.	Student Worksheets--"Fabulous Phone Calls"and "Work Details"
C. Pass out "Phone Call Practice" 1. Instructor facilitates discussion of Introductory questions. 2. Explain that this exercise will help us practice what to say on the phone to an employer. 3. Use phone prop if possible. 4. Ask for volunteers to play "You". Instructor read manager the first few times. 5. Role play phone calls as many times as the group desires. 6. Feel free to improvise the manager questions as well and let students take both parts when they have a sense of the role	Student Worksheet--"Phone Call Practice"
III. Interview Role Plays (if time) If time, ad-lib interview role plays	
IV. Papers -- Put in notebooks.	
V. Evaluate Class.	

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Fabulous Phone Calls

Introduction

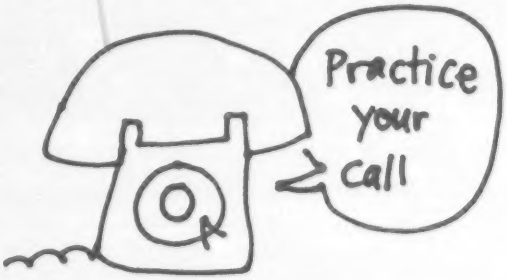
You can find out a lot of information over the phone. And the person you are talking to can find out a lot about you. It helps to practice phone calls so that you can feel more confident when you make them.

Try This:

You have heard that there may be job openings at your local supermarket. You know which one it is, but you do not know the phone number there. You want to call there to find out if they really do have openings. How should you go about this?

Here are some ideas:

1. It is important to practice what it is you would like to say. It helps to practice this with other people.



2. This phone call has 2 purposes:
   - *To find out information.
   - *To make a good impression.
3. Use the "Work Detail" sheet to help you figure out what you want to ask.
4. Practice answering the questions in the "Phone Call Practice" Sheet. It helps to have someone read the part of the employer and make up answers.
5. Find out the telephone number -- how will you do this?
6. Try to use a phone where it is not too noisy.
7. Make your call.

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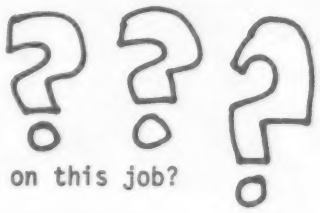
WORK DETAILS

These are some questions you may want to ask an employer. The answers may help you decide whether or not to take a job.

JOB:

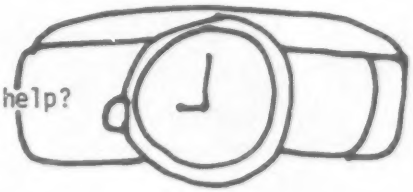
1. What kinds of jobs are available?



2. What kinds of things would I be doing on this job?
3. Do you provide training for this job or for others?

TIME:

1. What days and hours would you need help?



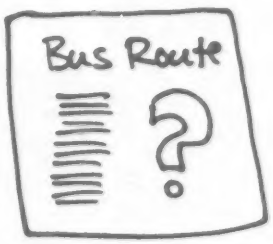
MONEY:

1. How much is the wage?

CONDITIONS:

1. Where are you located?

   Address:



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PHONE CALL PRACTICE

Discuss: What can you find out about a person over the phone?

What would you like an employer to think of you on the phone?

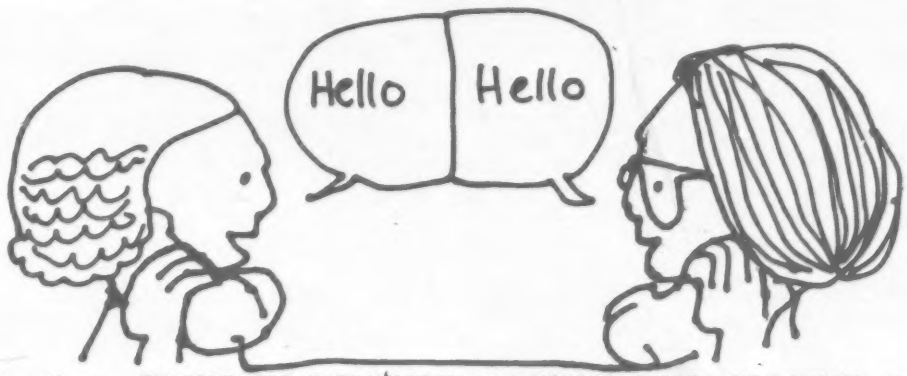
What is a "good impression"?

List your ideas about what makes a good impression:

_____

_____

_____



Practice: FINDING OUT INFORMATION and MAKING A GOOD IMPRESSION in this phone interview. Here is a sample script. You fill it in.

*** Ding-a-ling-a-ling********** Ding-a-ling-a-ling***

Manager: Hello. Smart Food Supermarket, Manager speaking.

You: _____

_____

Manager: We have some openings. What are you interested in?

You: _____

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Manager: How old are you?

You: _____

Manager: Have you ever had a job before?

You: _____

Manager: If yes--what kind of job did you have?

You: _____

Manager: What kind of work did you do?

You: _____

Manager: Did you enjoy it?

You: _____

Manager: How long were you there?

You: _____

Manager: When can you work? What days and hours?

You: _____

Manager: Do you have any questions?

You: _____

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Manager: Well, if you have no more questions, why don't you come by before 5:00 today and fill out an application.

You: _____

Manager: I'll see you later.

You: _____

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Don't forget!
Don't forget what?
PLEASE REMEMBER
to give students the assessment/evaluation which follows each unit!
Thanks

Decisions About Work

unit: Personal data and "Want-ads" (VI)

goals:

1. To help students be able to write upon request information relevant to the job hunt.
2. To help students retrieve necessary information from job want ads.

lessons:

1. Personal Data
2. Job Hunting Vocabulary and Using Want Ads

* * * * * * * * * * * * * * * * *

The assessments for this unit are in lessons 1 and 2. The exercises in both lessons will tell you how much practice the students need to master these skills. The resources refer to workbooks which address these skills.

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Decisions About Work, unit: VI--Personal Data and Using Want Ads

skill area	lesson	resources	comments
1. Filling out personal data forms.	1	Getting a Job by Florence Randall, Fearon Pitman Publishers, Inc., 6 Davis Drive, Belmont, CA 94002	Provides a range of sample application forms, practice with want ads and related vocabulary, and descriptions of a range of jobs. Pictures attempt to be non-sexist, but tend more often toward traditional sex roles.
2. Finding out information about jobs from want ads, phone calls, and interviews.	2	Getting a Job (see above) Reading Want Ads by Benjamin Pitch, Mafex Associatiates, Inc., 90 Cherry St., Johnstown, PA 15907 *Using the Want Ads by Wing Jew, Janus Book Publishers Job Interviews, Follett, Coping Skills	Very basic facts and practice for students reading on lower elementary levels. This workbook offers practice in giving and getting relevant information from a job interview and making a good impression. Should be used for variation, not as a core workbook.

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Decisions About Work

Unit VI, Lesson 1

lesson: Personal Data and Using Want Ads

goals:

1. To help students be able to write upon request information relevant to job hunting

Directions	Materials
I. Personal Data	
A. This is an introduction to writing out personal information cards and/or applications. Look at this as an assessment of familiarity with terms, knowledge in each area and how long it takes for student to complete it.	
1. On index card instruct students to write their: name, address, phone where they can be reached, school name, address, phone number previous employment at least one reference at least 2 skills at least 2 interests	index cards
2. Optional--Use the "Practice for Index Cards" Sheet for more structure.	student worksheet: "Practice for Index Cards"
B. For those who finish card: Introduction to Applications	"Simple Applications"
1. Pass out simple applications	
2. Explain that students should write out the applications as if they were applying for one of the jobs they listed in their folders, or for another job of interest to them.	
III. Collect all cards and applications.	
A. Keep the cards and applications as a record for assessment and pre-test.	Program Manual--Assessments

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Directions	Materials
B. Try to meet with tutors and teachers to explain areas which students need to practice. This lesson provides some important goals for written language development. C. Encourage continued practice and memorization of personal data. IV. Evaluate Class	

Directions: Write your personal data onto an index card. Use this sheet to show you where to write information.

LAST Name, FIRST Name

Date of Birth (D.O.B.)

Address of home - # and Street

Town or City, State, Zip Code

Telephone # if necessary

Name of School

Address of School - # and street

City, State, Zip Code

Previous employment

Reference(s) (can be a school person)

At least 2 skills (as many as you have; you can use the back)

At least 2 job interest (as many as you have - you can use the back)

APPLICATION BLANK FOR EMPLOYMENT

DATE_____

NAME *(please print)*_____
Last *First* *Middle*

ADDRESS_____
No. *Street*

CITY_____ STATE_____ ZIP CODE_____ TELEPHONE NO._____

SEX: ☐ Male ☐ Female AGE_____ BIRTH DATE_____ 19____

HEIGHT_____ ft._____ in. WEIGHT_____ lbs. MARRIED?_____ NUMBER OF CHILDREN_____

SOCIAL SECURITY NO._____

FATHER LIVING?_____ AGE_____ OCCUPATION_____

MOTHER LIVING?_____ AGE_____ OCCUPATION_____

EDUCATIONAL HISTORY

	Name of school	Years attended *from*	*to*	Last grade completed
Elementary School				
Junior High School				
High or Vocational School				

WORK EXPERIENCE

Name and Address of Employer	Kind of work	Dates	Reason for leaving

PERSONAL REFERENCES

Name	Address	Occupation

_____
Signature of Applicant

APPLYING FOR A SOCIAL SECURITY NUMBER

When you apply for a Social Security number, you have to fill out a white card. Below is the information you will be asked to put on the card. Even if you already have your Social Security number, put the information that is asked for in the empty spaces. *Print* all the information except your signature. If you don't know the information that is asked for in any item, write "*Unknown.*"

1	*Print* FULL NAME YOU WILL USE IN WORK OR BUSINESS (First Name) (Middle Name or Initial—if none, draw line____) (Last Name)
2	*Print* FULL NAME GIVEN YOU AT BIRTH
3	PLACE OF BIRTH (City) (County if known) (State)
4	MOTHER'S FULL NAME AT HER BIRTH (Her maiden name)
5	FATHER'S FULL NAME (Regardless of whether living or dead)
6	YOUR DATE OF BIRTH (Month) (Day) (Year)
7	YOUR PRESENT AGE (Age on last birthday)
8	YOUR SEX MALE ☐ FEMALE ☐
9	YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐
10	HAVE YOU EVER BEFORE APPLIED FOR OR HAD A SOCIAL SECURITY, RAILROAD, OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐ (If "YES" Print STATE in which you applied and DATE you applied and SOCIAL SECURITY NUMBER if known)
11	YOUR MAILING ADDRESS (Number and Street, Apt. No., P.O. Box, or Rural Route) (City) (State) (Zip Code)
12	TODAY'S DATE
13	TELEPHONE NUMBER
14	Sign YOUR NAME HERE (Do Not Print)

APPLICATION FOR EMPLOYMENT

(Please Print)

Date _____ Job(s) Applied for: _____

Personal

Name _____ Telephone _____
Last First Middle

Address _____
Number Street City State ZIP

Social Security Number _____

Education

Last School Attended _____
Name Address

Circle Last Year Completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16

Special Training/Skills/Licenses: _____

Experience

List your employers, starting with the last one first.

Period Employed	Name and Address	Job	Salary
From: To:			
From: To:			
From: To:			

Health

Do you have any physical condition that may limit your ability to perform the job for which you are applying? _____ If you answered "yes," explain: _____

_____

References

Do not list relatives or former employers.

Name	Address	Occupation	Years Known

Applicant's Signature _____

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UC UNION CHEMICAL COMPANY

★ ★

APPLICATION FOR EMPLOYMENT

FLEASE PRINT Date_____

Name_____
FIRST MIDDLE LAST

Address_____
NUMBER STREET CITY STATE

Phone_____ Social Security No._____ Draft Status_____

Have you ever been employed by us before? ☐ Yes ☐ No (Check One)

Male ☐ or Female ☐ (Check One) Age_____ Height_____ Weight_____

Date of Birth			Place of Birth	
Month	Day	Year	City	State

Work Permit Number (if under 18)_____

Married? ☐ Yes ☐ No (Check One) No. of Children_____ Other Dependents_____

Citizen? ☐ Yes ☐ No (Check One)

Father's Name_____

Is he living? ☐ Yes ☐ No (Check One)

Mother's Name_____

Is she living? ☐ Yes ☐ No (Check One)

Please complete reverse side of form also.

Sample Job Application Form—Form 2

PART ONE PERSONAL INFORMATION

1. NAME _____ 2. TELEPHONE _____

3. ADDRESS _____ CITY _____ STATE ____ ZIP _____

4. SOCIAL SECURITY NUMBER _____ 5. DATE OF BIRTH _____

6. MARITAL STATUS _____ 7. NUMBER OF CHILDREN _____ 8. NUMBER OF DEPENDENTS _____

PART TWO EDUCATION

	NAME OF SCHOOL	ADDRESS	DATES from	DATES to	DID YOU GRADUATE?
ELEMENTARY					
JR. HIGH					
HIGH SCHOOL					
VOCATIONAL					
BUSINESS OR TRADE SCHOOL					
COLLEGE					
OTHER (Special courses, military training, and so on)					

EXTRACURRICULAR ACTIVITIES _____

_____

PART THREE REFERENCES

	NAME	ADDRESS	PHONE	OCCUPATION
1.				
2.				
3.				

PART FOUR JOB EXPERIENCE

	NAME OF COMPANY	ADDRESS	WORK YOU DID	DATES from	DATES to	SALARY
1.						
2.						
3.						
4.						

PART FIVE HOBBIES AND OTHER INTERESTS

_____

_____

DATE

Careers Unlimited Agency

POSITION DESIRED:
1ST CHOICE _____
2ND CHOICE _____

(PLEASE PRINT)
NAME _____
ADDRESS _____

RESIDENCE PHONE _____
BUSINESS PHONE _____
MESSAGE PHONE _____

EDUCATION

	NAME & CITY	MAJOR	MINOR	YEAR GRAD.
High School				
Bus. or Tech. School .				
College				
Languages – speak . .				
Languages – write . . .				

Social Security Number _____

Want to work in:
City _____ Suburbs _____
Other _____

Have valid driver's license? Yes ____ No ____
Own car? Yes ____ No ____ Will use? ____
Birth Date _____ Height _____ Weight _____
Physical Limitations _____
Single ____ Married ____ Divorced ____ Widowed ____ Separated ____
Live with Parents ____ Maintain Apt. ____ Own House ____
Rent House ____ Residence Club ____ Other ____
No. of children ____ Ages ____ Please describe child care arrangements: _____

How long have you lived in this area? _____ Are you a citizen of the United States? _____
Sex _____ Color of eyes _____ Color of Hair _____
Ever Bonded? _____ Name of Bonding Company _____
Have you ever worked for Civil Service? _____ Status _____

Union Affiliations _____ Salary Expected _____
Military Service _____

(Please list LAST position FIRST and account for all LONG periods of unemployment) EMPLOYMENT RECORD

FROM	TO	EMPLOYER	PHONE NO.	BUSINESS	SALARY	DUTIES	SUPERVISOR	REASON FOR LEAVING
Mo.	Mo.	Name						
Yr.	Yr.	Address						
Mo.	Mo.	Name						
Yr.	Yr.	Address						
Mo.	Mo.	Name						
Yr.	Yr.	Address						
Mo.	Mo.	Name						
Yr.	Yr.	Address						
Mo.	Mo.	Name						
Yr.	Yr.	Address						

Give below any additional information regarding your experience previous to jobs already listed, or position desired, or hobbies in which you may commercialize.

75

NEAREST LIVING RELATIVE (Not by Marriage)

NAME _____ ADDRESS _____ CITY _____ RELATIONSHIP _____

REFERENCES: (To whom may we refer concerning your character and ability – not relatives)

NAME _____ ADDRESS _____ CITY _____ PHONE NO. _____ BUSINESS _____

NAME _____ ADDRESS _____ CITY _____ PHONE NO. _____ BUSINESS _____

PLEASE CHECK (✓) ALL WORK IN WHICH YOU ARE EXPERIENCED

BOOKKEEPER
- ☐ Assistant
- ☐ Cashier
- ☐ Full Charge
- ☐ Ledger
- ☐ Machine - what make? .....
- ☐ Payroll
- ☐ Trial Balance

OFFICE MACHINES
- ☐ Adding
- ☐ Billing - kind: .....
- ☐ Calculator - kind: .....
- ☐ Comptometer
- ☐ Bookkeeping - kind: .....
- ☐ Key Punch
- ☐ Tabulator
- ☐ Addressograph
- ☐ Graphotype
- ☐ Mimeograph
- ☐ Multilith

SECRETARY
- ☐ Executive
- ☐ Legal
- ☐ Medical
- ☐ Stenographer speed .....
- ☐ Stenotypist speed .....

TYPIST
- ☐ Electric speed .....
- ☐ Manual speed .....
- ☐ IBM Exec speed .....
- ☐ Biller
- ☐ Dictaphone, etc.
- ☐ Ediphone
- ☐ Statistical
- ☐ Stencils
- ☐ Telatype
- ☐ .....
- ☐ .....
- ☐ .....

PBX
- ☐ Cord
- ☐ Cordless
- ☐ Trunks .... Locals ....

MEDICAL (state lines):
.....
.....

CLERICAL
- ☐ Bank
- ☐ Bond
- ☐ Cashier
- ☐ Checker
- ☐ Cost
- ☐ Collection
- ☐ Credit Interviewer
- ☐ File
- ☐ General Office
- ☐ Import-Export
- ☐ Insurance
- ☐ Ins. Policy Writer
- ☐ Invoice
- ☐ Inventory
- ☐ Kardex
- ☐ Mail Dept
- ☐ Margin
- ☐ Order
- ☐ Payroll
- ☐ Price
- ☐ Purchase
- ☐ Rate
- ☐ Receptionist
- ☐ Sales
- ☐ Shipping

- ☐ Accountant
- ☐ Engineers (specify) .....
- ☐ Production Control
- ☐ Controller
- ☐ Lab. Technician
- ☐ Technical

OTHER
- ☐ .....
- ☐ .....
- ☐ .....
- ☐ .....

We would appreciate your assistance. Please indicate below how you happened to come to **CAREERS UNLIMITED AGENCY.** (If more than one category applies, please so indicate.)

- ☐ CITY TRIBUNE
- ☐ SUBURBAN REVIEW
- ☐ OTHER _____
- ☐ NOTED SIGN
- ☐ TELEPHONE BOOK AD
- ☐ AT THE SUGGESTION OF A FRIEND (please give name if you remember) _____
- ☐ HAVE YOU REGISTERED HERE PREVIOUSLY?
- ☐ OTHER (please explain) _____

YOU HAVE SELECTED **CAREERS UNLIMITED AGENCY** AS YOUR JOB BROKER. WE CANNOT HELP YOU UNLESS YOU KEEP IN DAILY CONTACT WITH US, AND REPORT TO US, BY PHONE. WE WILL APPRECIATE YOUR INFORMING US IF YOU SECURE EMPLOYMENT ELSEWHERE.

DO NOT WRITE BELOW

DATE	REFERRED TO	RECEIPT #	COMMENTS	FEE			HIRED	
				TOTAL	PAID	REFUND	YES	NO

APTITUDE TEST SCORE _____ TYPING _____ SHORTHAND _____ MATHEMATICS _____ OTHER _____

PERSONALITY AND ATTITUDE

RELAXED _____ REPRESSED _____
PLEASANT _____ SHARP _____
CONFIDENT _____ NONCHALANT _____
VIVACIOUS _____ DULL _____
SHY _____ SERIOUS _____
ARROGANT _____ ASSERTIVE _____
OTHER QUALITIES _____

APPEARANCE AND DRESS

ATTRACTIVE _____ CONSERVATIVE _____
NEAT _____ EXCELLENT _____
GOOD _____ FAIR _____
AVERAGE _____ POOR _____
GRAMMAR AND DICTION: ☐ Excellent ☐ Good ☐ Fair ☐ Poor
REFERENCES: ☐ Excellent ☐ Good ☐ Fair ☐ Poor

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SAMPLE WORKING PAPERS

Dept. of Labor and Industries

FORM A — PROMISE OF EMPLOYMENT : CHILDREN 14 TO 16 YEARS OF AGE (G. L. (TER. ED.) C. 149, S. 87, AS AMENDED)

NUMBER

NAME OF CHILD

EMPLOYER, FIRM NAME

BUSINESS ADDRESS

SPECIFIC NATURE OF EMPLOYMENT

NUMBER OF HOURS PER DAY CHILD IS TO BE EMPLOYED. MUST NOT EXCEED 8 A DAY OR 48 A WEEK. TIME SPENT IN CONTINUATION SCHOOL MUST BE COUNTED AS TIME ACTUALLY WORKED.

THE UNDERSIGNED AGREES TO EMPLOY THIS CHILD AS STATED ABOVE (AND IN COMPLIANCE WITH THE LAW).

SIGNED_____ DATE_____

EMPLOYER OR AUTHORIZED AGENT

Dept. of Labor and Industries

FORM B — SCHOOL RECORD

REQUIRED FOR CHILDREN 14-16 YEARS OF AGE APPLYING FOR EMPLOYMENT CERTIFICATE. G. L., TER. ED. C. 149, S. 87

CERTIFICATE NUMBER

NAME OF CHILD

DATE OF BIRTH

RESIDENCE OF CHILD

SCHOOL NOW REGULARLY ATTENDED — LOCATION OF SCHOOL — CITY OR TOWN

*YEARS IN SCHOOL

†GRADE LAST COMPLETED

STUDIES PURSUED IN COMPLETION THEREOF

NUMBER OF WEEKS IN ATTENDANCE DURING THE TWELVE MONTHS NEXT PRECEDING THE DATE OF APPLICATION FOR THIS RECORD

NUMBER OF DAYS OF ATTENDANCE AFTER BECOMING 13 YEARS OF AGE (AT LEAST 130 DAYS ARE REQUIRED BY LAW)

DATE OF APPLICATION FOR THIS RECORD

NAME OF PARENT, GUARDIAN, CUSTODIAN, NEXT ADULT FRIEND

THE FOREGOING DATA ARE IN ACCORDANCE WITH THE FACTS AS SHOWN ON THE RECORDS OF THIS SCHOOL

(SIGNED) PRINCIPAL OR TEACHER IN CHARGE

*(SEE ALSO G. L., TER. ED. C. 149, S. 88)

†THIS SCHOOL RECORD MUST NOT BE ISSUED OR ACCEPTED UNLESS THE CHILD NAMED HEREON CAN MEET THE REQUIREMENTS FOR COMPLETION OF THE 6TH GRADE OF THE PUBLIC SCHOOLS OF THE CITY OR TOWN IN WHICH HE OR SHE RESIDES G. L., TER. ED. C 76, S. 1.

(OVER)

Decisions About Work

Unit VI, Lesson 2

lesson: Job Hunt Vocabulary and Using Want Ads

goals:

1. To practice using "job hunting vocabulary"
2. To practice reading want ads

Directions	Materials
I. Introduce Lesson	student worksheet: "Good Ideas for Getting Jobs"
A. Pass out student worksheet, "Good Ideas for Getting Jobs"	
B. Explain: We are going to practice some of these steps. (You know what they say, "Practice makes perfect.")	
C. Ask for a volunteer(s) to read the list to class.	
II. Job Hunting Vocabulary	
A. Pass out the 4 sheets (2 of vocabulary and abbreviations, 2 of exercise). (Feel free to add more vocabulary words or practice exercises.)	student worksheets-- "Job Hunt Glossary" "Abbreviations" "Vocabulary Exercise" "Abbreviations Exercise"
B. Read "Glossary for Successful Job Hunting" together as a class. Do the vocabulary exercise sheet individually and correct as a group.	
C. Read "Abbreviations for Job Hunting" together as a class. Do the abbreviations exercise individually and correct as a group.	
III. Want Ads	
A. Pass out Student Worksheets "Want Ads, Bulletin Board" and 3 copies of "What's In A Want Ad" to each student.	student worksheets-- "Want Ads, Bulletin Boards", "What's in a Want Ad?" -- 3 for each student.
B. Ask for a volunteer to read the first Want Ad out loud (Delivery Person).	
C. As a class, go through the questions on "What's in a Want Ad" and answer them based on the first Want Ad.	
D. Do the same for the next two want ads.	
IV. Future Want Ad Practice	
A. Try want ads from newspapers with the "What's in a Want Ad" sheet. If they are too difficult, create easier ones used in the previous exercise.	employment want ads from newspapers
V. Evaluate the Class	

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GOOD IDEAS FOR GETTING JOBS

There are many different ways to get a job. Some ways work well for some kinds of jobs. Others work better for other jobs. It is best to be able to try many different ways to get a job.

Here are a few ideas. They are not in any special order. The more ideas you can try, the better chance you have to get a job. GOOD LUCK!!! KEEP TRYING!!

1. Meet with a job counselor in school or in an employment agency.

2. Look in the phone book for interesting places. Call them to see if there are any openings.

(Go on to next page....)

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3. Look through the newspaper want-ads. Call, go, or write to the places you are interested in.

4. Walk around your neighborhhod (town, city) -- ask around for openings.

5. Ask your friends, family, neighbors, teachers, classmates, old employers if they know of any openings. Follow these up by calling or going to the places they suggest.

6. Go to near-by schools or employment agencies. Ask if they have "job boards" with listings of job openings.

Most of these ideas will require the following steps:

a. Making phone calls.

b. Filling out applications and/or writing down personal information: name, date of birth, address, phone number where you can be reached, school name, school address, references (teachers, counselors, principals, past employers), your interests, skills.

c. Interviews -- with a job counselor, a manager, an employer

d. Getting places on your own -- using public transportation, walking, biking, etc.

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Abbreviations for Job Hunting

Whole Word	Abbreviation
between	bet.
assistant	assist., ass't.
hour(s)	hr., (hrs.)
Monday	Mon., M
Tuesday	Tues., T
Wednesday	Wed., W
Thursday	Thurs., Th
Friday	Fri., F
Saturday	Sat., Sa.
Sunday	Sun., Su
through	thru, -
male	m
female	f
5 o'clock	5:00, 5
experience	exp.
necessary	nec.

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Job Hunting Vocabulary Exercises

Directions: Fill in the blanks. Use the list of vocabulary words for help.

Which Word?

Per	Within
Wage	In person
Salary	Contact

_____: $3.00/hr.
2 hrs. _____ day

INQUIRE
_____

_____: $25/week

_____ the manager

No calls!
Apply _____

_____:
Must be able to cook noodles.
Clean, neat, reliable

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Matching Exercise -- Job Hunt Abbreviations

Directions: Draw a line to match the word with its abbreviation:

1. Monday	a. exp.
2. between	b. W
3. experience	c. M
4. through	d. ass't.
5. Wednesday	e. Th
6. female	f. hr.
7. hours	g. bet.
8. Thursday	h. T
9. assistant	i. f
10. Tuesday	j. -

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WANT ADS

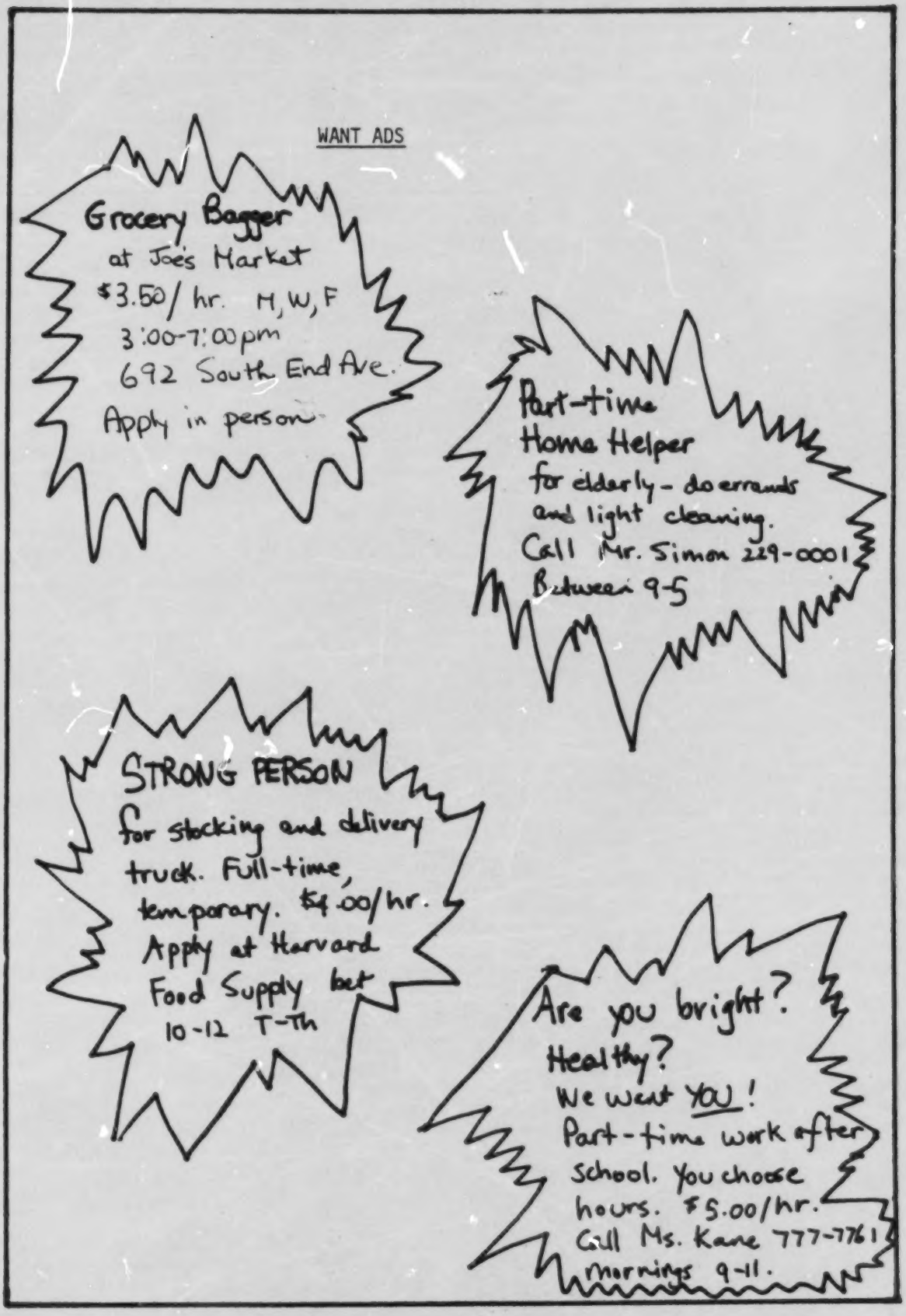
BULLETIN BOARDS

WANTED:

Delivery Person - to deliver groceries by bicycle $2.50/hr. 4 hours, 4 days. Apply in person to Ralph at The Good Foods Grocer, 19 Osborne St., Boston

Are you reliable? Are you kind? Do you like kids? Yes? Then you are our person! Babysitter, 3 hours, Mon.-Fri., $2.00/hr. Call Mohammad - 877-6592 after 5:00 weekdays.

CARE WASH ASSISTANT
Must be fast and polite
Apply between 3-5p.m.
at Shiney Chromes
11 Auto Ave., Motorville
No phone calls!



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JOB SHEET

DAY CARE WORKER

Like children? Good at games? Position open with

Sunshine Nursery
Call: Mrs. Robbins
222-0102
Mon-Fri mornings

HOSPITAL WORKER

Hours: 4-10 pm
Salary: $3.50/hour
Call: Mr. Joseph Saco
Mass. Gen. Hosp.
254-1001
Qual: No experience needed

PARK WORKER

Outdoor work 3 days per week.
Salary: $3.00/hour
No experience needed
Call: Ms. Jeffers
495-1000
Call Monday morning

Pet store

Like animals?
Afternoon, after-school job available
M-F, 3-5 p.m.
Salary: $4 call:
999-2373
Must enjoy working with animals and be responsible

STOCK CLERK

Stop N'Shop Supermarket in Boston
233 Tremont St
444-2976
Mr. Rogers
Grocery Clerk
Hours 6-9 every night except Sunday
Salary $3-5/hour

HELPER

Make cabinets.
3-5 M-F
$5.00/hr.
Experience needed with tools
487-4921

CAR WASH

Saturday, Sunday 1-6 p.m.
$3.50 per hour
No experience needed
Call: Mr. Sellers
456-7890

DELIVERY FOR DRUGSTORE

Responsible, must have a bike.
Work 3-5, Mon-Fri
9-5 Saturday
Salary: $3.00/hour
Call Mr. Lee 969-1212

Pick one job. Fill out an application for the job.

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WHAT'S IN A WANT AD?

Directions: Look at a want ad and answer these questions:

1. What position is needed? _____

2. What are the requirements for this position? _____

   _____

3. Do you qualify for this position? _____

   _____

4. What must you do do to apply? (At what times?) _____

   _____

5. Who is the person to contact? _____

   _____

6. Address: _____

7. Telephone Number: _____

8. Latest date to apply? _____

9. (Optional) Wage or Salary? _____

10. (Optional) Hours? _____

11. Do you want to apply for this job? _____

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Don't forget!
Don't forget what?
PLEASE REMEMBER
to give students the assessment/evaluation which follows each unit!
Thanks

Decisions About Work

unit: Interpersonal Skills (VII)

goals:

1. To think about what employers are looking for when they hire workers.
2. To practice interview skills

lessons:

1. Employer Survey
2. Employer Survey Follow-up
3. The Interview: An Introduction
4. The Interview: Role play and Evaluation
5. Expectations
6. Work Expectations: Part I
7. Work Expectations: Part II

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Decisions About Work, unit: Interpersonal Skills (VII)

skill area	lesson	resources	comments
1. Taking the perspective of the employer.	1, 2		
2. Practicing interview skills	3, 4	Get Hired: 13 Ways to Get a Job and The Janus Job Interview Guide, Janus Book Publishers, 2501 Industrial Parkway West, Hayward, CA 94514.	Both books offer creative variations for practicing social skills. We suggest that teachers do not emphasize many of the details for proper appearance and behavior, but stress practicing interviews in the classroom and real situations.
		Job Interview Skills, a sound filmstrip, Sunburst Communications, Pleasantville, NY 10570, 914-769-5030	There are 3 filmstrips in this packet. All 3 are good and worth showing. We suggest reading over the transcript first to help students deal with difficult vocabulary. Characters in the filmstrip can seem a little too "perfect". If students are turned off to this, discuss reasons why.
3. To explore expectations of work	6		
4. To practice taking the perspective of both the worker and the employer.	7		

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The assessment materials for the Interpersonal Skills unit consist of questions about employee and employer characteristics, some matching exercises, and a dilemma between a boss and a worker. Because the lesson addresses social skills, it is not possible to conduct assessments of factual information in the same way that others may be conducted. Instead, the intent of the assessment for this section is to aid the teacher in discerning students' abilities to take the perspective of the employer and employee and describe skills and attributes of ideal employers and employees. For example, the final question of the assessment requires the student to list both their positive ("skills") and negative attributes ("things I need help with"). Examination of assessments will enable the teacher to gain a rough impression of changes in the students' interpersonal knowledge as it relates to employment situations.

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(Interpersonal Skills Assessment)

ASSESSMENT

I. John works after school in a bakery. He is only supposed to work 10 hours a week but his boss keeps asking him at the last minute to work really late on Fridays. Even though the boss pays him for his extra time John doesn't like being asked to work at the last minute. How can John deal with his boss?

Why would that be a good way?

II. A. What makes a good boss? Please list four things:

1.

2.

3.

4.

B. What makes a good worker? Please list four things:

1.

2.

3.

4.

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3. Match the word to the definition:

_____	1. Interview	a.	Boss talks with you before hiring you
_____	2. Employee	b.	Needs to be filled out before getting a job
_____	3. Application	c.	The boss
_____	4. Employer	d.	The worker
_____	5. Referral	e.	Says things about you to help you get a job

4. Name some things that you should NOT do during a job interview:

1.

2.

3.

4.

5. Name 3 questions an employer might ask during an interview:

1.

2.

3.

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6. What things will you be looking for in a job besides money?

7. What do you think? TRUE or FALSE?

	TRUE	FALSE
a. It is always better not to ask the boss questions even when you are not sure what to do.	___	___
b. It doesn't matter how you dress in interviews for jobs like construction or outside work since you don't dress up for those jobs anyway.	___	___
c. Most employers don't expect you to know everything about a job before you apply.	___	___
d. It is not a good idea to ask questions during an interview.	___	___
e. Good bosses tell their workers what they are doing well and what they don't do well.	___	___

8. What will you be like as a worker? List some of your skills and what you need help with:

Skills	Need Help With
1.	1.
2.	2.
3.	3.
4.	4.

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Decisions About Work

Unit VII, Lesson 1

lesson: Employer Survey

goals:

1. To become more familiar with terminology of the interview process.
2. To practice taking the perspective of another person (i.e., the "employer").

Directions	Materials
I. Introduce Lesson A. Explain: Whether or not a person gets a job is often determined by their interview. How a person does in an interview often depends on what the interviews is looking for. We can learn how to improve our interviews by thinking about what employers look for in their workers. Today we are going to look at an "Employer Survey" to learn about what some employers are looking for.	
II. Interview Vocabulary A. Ask: What is a survey? (answer: an examination of values or conditions. It is easier to explain as the act of "interviewing" many people as to their ideas, experiences, etc., or as a "poll" to find out opinions.) B. Explain: There are other words that we will need to know in order to do this lesson. C. Pass out Student Worksheets, "The Interview Worksheet" and "Interview Vocabulary" 1. Discuss the meanings of the words at the top of the sheet entitled "Interview Vocabulary". 2. Try to help students come to the meanings themselves by reflecting on their own experiences with the words.	Student Worksheets: "Interview Worksheets" and "Interview Vocabulary"

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Directions	Materials
II. Interview Vocabulary (cont.) C. 3. If necessary, use a dictionary. 4. Read the directions out loud. The fill-in exercise can be done as a class or individually. Go over answers as a class. III. Self-Reflection A. Explain: Now we will try to answer some questions that use these words. B. Options: The questions on the "Interview Worksheet" should be used to stimulate self-reflection and taking someone else's perspective. They can be used in either of the following ways: 1. Volunteers read each question. A few students give their answers for each question. Try to elicit the thoughts of each class member, or 2. Each student work on the sheet separately by writing down answers. The answers do not have to be in sentence form. Utilize this mode only with students whose thoughts will not be hindered by writing. IV. Employer Survey A. Introduce the survey by explaining that now we can learn more about what some employers are looking for and how our ideas differ from theirs. B. Pass out the sheet entitled "What Employers Want" C. Teacher read the 2 paragraphs at the top of the page. Some of the vocabulary is difficult, so do not hesitate to read it yourself, if you think volunteers will have difficulty.	Student Worksheet--"What Employers Want"

1. Additional Activities:

   a. Interview employers

   Students can learn a lot about employers, jobs, and interviewing skills by interviewing employers. Tape recorders, cameras, video tape equipment, etc. increases the interest level of the activity.

   Possible products of the activity can be a booklet or school newsletter of employer pictures and interviews, or a videotape. Parents can be involved as well -- as potential interviewees and people to receive or view the finished product.

   b. Interview Workers

   See above for ideas.

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Interview Worksheet

1. What would you want to accomplish at an interview (after you have submitted an application?)

2. What kind of impression would you like to make on an employer? What would you like s/he to think of you after you leave?

3. What would you like a reference person to say about you?

4. What kinds of improvements do you need to make? What kinds of things in yourself do you think you need to work on?

5. What qualities would you want someone who is working for you to have? Are those different qualities than you would want in a friend?

6. What kinds of qualities do you think an employer would look for? What kind of person would an employer like to hire?

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Interview Vocabulary

interview	impression	improvements
submitted	employer	qualities
application	reference	

DIRECTIONS: Fill in the blanks using the words listed above.

1. I would like to make a good _____ on the new student in our class.

2. I am strong. This is one of my good _____.

3. The store owner asked me to put my name and address on this _____.

4. The students made some _____ on their skit, so that it would be perfect.

5. A person who runs a business is an _____.

6. The opinion someone gives about you to an employer is an _____.

7. I'm waiting to hear about the job because I _____ my application last week.

8. Before you can be hired, the employer will want to sit down and talk with you in an _____.

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What Employers Want

A few years ago, a group of people went to many employers and asked them questions. They recorded all the answers they got and put them into a report. This is called a survey. They asked the employers what they thought were the most important things a person should have to be successful on a job. After much thought, the employers listed the following things they thought made a good worker.

If you do not agree with some of these qualities, talk about why. These are things that employers are looking for.

1. Personality -- Being honest, respectful, and concerned about other people. Being able to accept compliments and criticism. Listening to other people's points of view.

2. Enjoyment -- Enjoying the work you do, looking forward to coming to work.

3. Initiative -- Wanting to learn how to do something better or more quickly. Wanting to do a job well.

4. Awareness -- Keeping your eyes open to what's going on around you.

5. Judgement -- Using common sense. Being able to make good decisions on your own.

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6. Getting along with other people -- Remembering that we are all people. Listening to directions, not arguing on job.

7. Good health -- Taking care of your body.

8. Good appearance and good manners -- Dressing neatly, speaking politely.

9. Ambition -- Showing that you care about your future, that you want to get ahead.

10. Social and community responsibility -- Doing things to help make your neighborhood and community a better place to be.

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Decisions About Work Unit VII, Lesson 2

lesson: Employer Survey Follow-up

goals: 1. To understand what an employer is looking for in an employee through discussion and role-play.

Directions	Materials
I. Introduce Lesson A. Explain that today we are going to try to use what we learned from the employer survey that we read last session. B. Review employer survey. 1. Ask students to take out the employer survey, "What Employers Want", from their notebooks. 2. Ask: What can you remember about what the survey tells us? What kind of "personality" are employers looking for? What kind of appearance would they like their workers to have, etc.?	
II. Employer Survey Activities A. Introduce the activity sheet by explaining that many things can be learned from the employer survey. In order to make sure that what we have learned can really help us, we are going to discuss our ideas about the survey and practice some of the suggestions. B. Pass out the "Employer Survey Activity Sheet" C. Ask for volunteers to read each question. D. Questions 1, 2: Encourage as much discussion as possible for 1, 2.	Student Worksheet -- "Employer Survey Activity Sheet"

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Employer Survey Activity Sheet

1. Did the employer survey tell you what all employers think?

2. Compare and discuss what you thought employers wanted with what the survey says.
   What are the differences and similarities?

   Which parts do you agree with and which don't you agree with? WHY??

3. By yourself, put a check next to those qualities on the survey sheet that you think you have.
   If you checked at least five, then you should not have trouble on your job.
   ***If you checked less than five, look to see which things you would like to improve. Talk to the job counselor at school. Set some goals for yourself. Practice these goals.

4. Act out (role play) what someone would be like if they were good at one of the requirements.
   Do the same thing for someone who wasn't good at these things.

5. Role Play or Discuss -- What kinds of things would make an employer mad?

6. Try this -- If you know someone who is an employer or a manager of workers, ask her/him what kinds of things they look for in their employees.

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If you think you don't know any employers, here are some ideas:

Ask someone in your school, or in a neighborhood store, to introduce you to an employer. Do you know anybody who has a job? As them if they have an employer. If they do, maybe you can ask her/him some questions.

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Decisions About Work Unit VII, Lesson 3

lesson: The Interview: An Introduction

goals:

1. To determine the criteria for a good interview by evaluating a role play.
2. To practice interview skills.

Directions	Materials
I. Introduce lesson Today we are going to practice "how to act" during a job interview in order to better your chances of getting a job. We are going to use some of the ideas we learned about from the employer survey. II. Determine the Criteria (Evaluating an Interview) A. Instructor introduce this exercise by telling students to watch and listen carefully to the following role play -- try to pick out good and bad things about it. B. Ask for another instructor or a student to play an employer. C. Teacher role play a "poor" interview. 1. Exaggerate poor behaviors, e.g., chewing gum, slurring language, talking too much, not listening, sitting slouched. D. Ask students the following questions and record answers on blackboard: 1. Was this a good interview? Would I get the job? 2. Try to think about each behavior that could have been improved. What shouldn't I have done? List these under the heading "Don't". 3. List positive feedback under "Do".	

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Directions	Materials
D. (cont.) 4. Try to elicit criteria by asking: a. Is it impressive to chew gum? b. Was I listening carefully? c. Did I care about my appearance? d. Was I respectful?	
E. Explain: Now we are going to make up a list of what TO DO in an interview, based on your comments. This is very important because it helps teach about alternatives.	Notes to the Teacher
1. We will print your "criteria" on paper so that we can always refer to them.	Poster board, or large construction paper and marker.
2. Label the paper "Good Interview Criteria" or "Do's" or any variation. Try to change the "don'ts" to "do's" (if possible), e.g. don't slouch = sit straight.	
3. It is not necessary to list all possible criteria. Future lessons will generate more.	
III. Role Plays A. If possible, split the class into 2 groups with one adult each so that more students have time to role play.	
B. Students or teacher may play the interviewer.	
1. If you need more structure, use the "Intriguing Interviews" worksheet.	Student Worksheet-- "Intriguing Interviews"
C. Students may role play "good" or "bad" interviews.	
1. Record those who role play and whether they chose "good" or "bad".	

Directions	Materials

C. 2. Make sure that every student has a chance to role play a "good" interview in another session if the time runs out.

D. Students may choose which job they are applying for.

E. These interviews are wonderful on videotape, if equipment is available.

IV. Evaluations -- Peer Feedback

A. After each role play, refer to the list of criteria printed on the paper to determine the success of the interview.

B. Read each criteria out loud and ask whether the student fulfilled it.

C. Make sure that there is positive feedback for those who attempt positive role plays.

D. Always ask for positive suggestions - what could you (or s/he) do to improve your role play?

V. Evaluate Class

I. Determining the Criteria

It is important that the students go through the process of determining the criteria for a successful interview. The process will help them to understand the rationale for the criteria and to feel more invested in trying to meet those criteria.

It is difficult to learn from a list. The experience of creating a list as a group will be more educational in the long run.

It may be easier to generate the list by thinking of "what not to do" based on the instructor's presentation of a "poor" role play. Ask the students if they can change the list of "don'ts to do's". Some of them will be hard to change, e.g., "Don't eat or chew gum." But positive alternatives to "failure behaviors" are important to talk about and practice, even though they are difficult to learn.

II. Use humor to alleviate anxiety

This lesson may arouse anxiety for students who lack confidence in their interviewing skills. We recommend lightening up the lessons with humor particularly by playing up the "poor" interview behavior. Both students and teacher should get a chance to exaggerate the "poor" interview.

III. Peer groups and constructive feedback -- Evaluating Role Plays

Many activities in this curriculum, especially role-play, and the Five-Steps, may be new to students. Each of these activities involves evaluating behavior, opinions, values and skills -- one's own as well as others'. In general, the teacher's role is to facilitate constructive feedback -- by establishing safe limits, modeling positive criticism and support, and helping students come to a successful end of the session.

The role-play activities provide a useful illustration for guidelines to facilitating constructive peer feedback.

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Try to include three components in peer evaluation of role-plays:

a. evaluation (what was performed well?);

b. recommendations (what would you change next time?); and

c. summary.

Provide a model for constructive feedback. Most students have experienced feedback as equivalent to grades; criticism as equivalent to blame or rejection. Positive peer feedback changes the evalution process from one of ranking (where some win and some lose) to one of group learning. This is a difficult change, and is facilitated by a convincing teacher model.

Facilitate peer feedback by setting limits and anticipating problems. Be aware of feedback that is irrelevant, destructive, or lacking recommendations for improvement. Help students take responsibility for the feedback they give to others. Encourage praise rather than blame.

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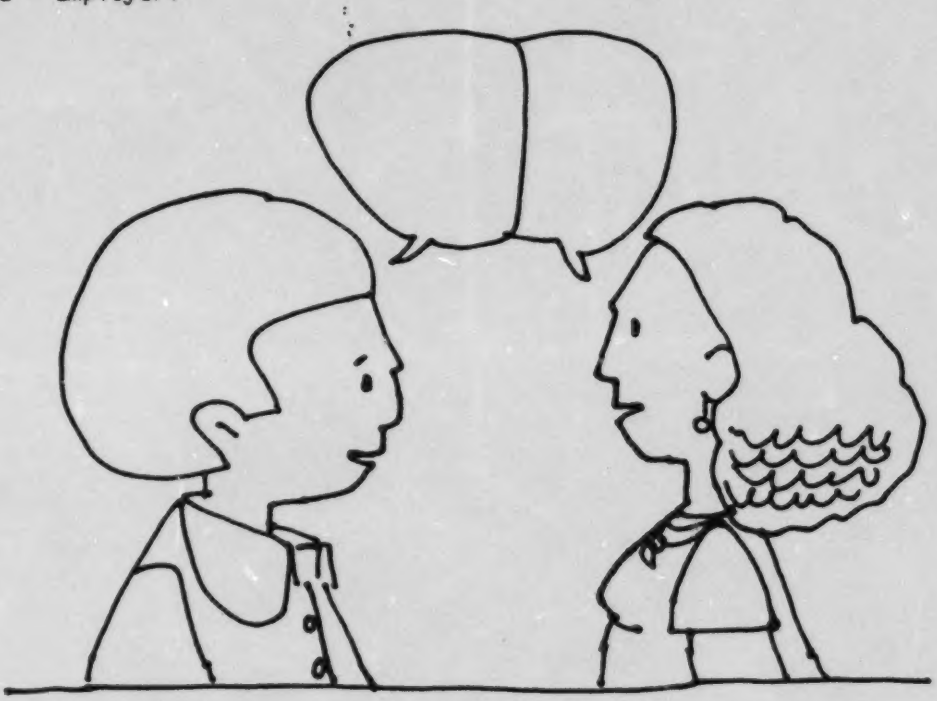
Intriguing Interviews

E = Employer.



E: Hello. Have a seat. What is your name?

You: _____.

E: So you're interested in a job here. What are you looking for?

You: _____.

E: Have you ever had a job before? (If you have had a job, answer the following:)

What job/s have you had?

What did you do?

Did you enjoy it?

What was the name of your supervisor?

Did you and s/he get along?

Did you have any problems?

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You: _____

E: What kinds of skills do you have?

You: _____

E: How many hours per week would you like to work?

You: _____

E: What days and hours would you like to work?

You: _____

E: Do you have any questions?

You: _____

E: Would you please fill this out with your name, address, phone contact, school name, address, and reference. Take your time and let me know when you're done.

You: _____

E: Thank you. I will be in touch.

You: _____

_____

Questions to ask yourself:

How do you think you did?
Did the employer think you would be a good worker?
Did you find out all the information you wanted to? If no, what more would you like to know?

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Decisions About Work Unit VII, Lesson 4

lesson: The Interview: More Role-Plays and Evaluations

goals: 1. To practice and evaluate interview skills.

Directions	Materials
I. Lesson Introduction The next 2 lessons are continuations of the role play process. If possible, use them both in this sequence If not, utilize that which will best help your students to achieve good interview skills.	
II. Continuation of role-play process from previous lesson.	
A. Each student role-plays "good" or "bad" interviews, but each student should get at least one chance to play a "good" interview.	
B. It might be helpful to specify the job for which the student is applying to make the activity more realistic Role-play cards can be used to specify the character. (See sample).	Sample Role-Play Cards.
C. See "General Questions for Job Interview Role-Play" for suggested questions to be asked by the interviewer.	General Questions for Job Interview Role-Play
D. See the Student Worksheet entitled "Work Details" to help interviewees structure their questions for the interviewer.	Student Worksheet "Work Details" (Unit V, Lesson 2)
E. Students evaluate each other according to the class' criteria determined in Unit VII, Lesson 3.	List of criteria from Unit VII, Lesson 3 Program Manual Introduction-- "Peer Group & Constructive Criticism:
1. Remember to encourage positive feedback.	
2. Try to help students come up with more criteria as they evaluate role-plays. Add these to the list.	

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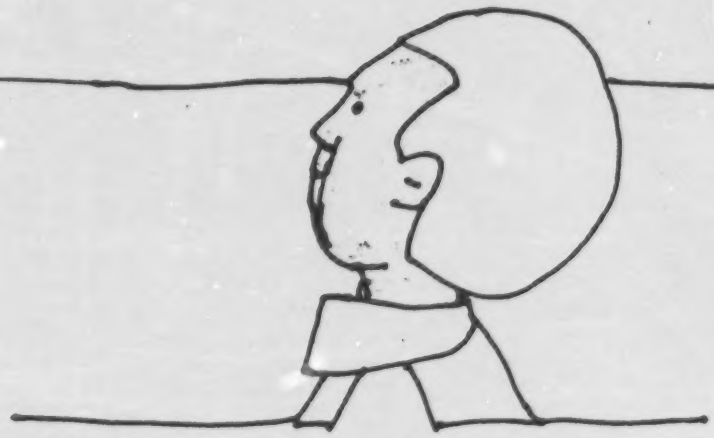
Directions	Materials
II. F. Students may play interviewers, as well as adding more characters to the role-play, e.g. the secretary or receptionist who admits the interviewee. III. Evaluate the Class	

Sample Role-Play Card

TICKET TAKER

Job Description

Collects admission tickets at movies and other events. Examines tickets and passes to make sure they are correct. Turns away people without correct tickets or passes. May tear tickets or passes, giving stubs to patrons. May direct patrons to their seating areas. May count and record the number of tickets and passes collected. Good eyesight and well-groomed appearance required. May work evenings, weekends, or an irregular schedule. Training is given on the job.



Interview Situation

You are the Assistant Manager of Stadium and Theater Enterprises. You ran an ad in yesterday's paper for ticket takers. This morning there are a few dozen applicants outside your office door at Memorial Stadium. The job pays $2.90 an hour. Ticket takers put in anywhere from 20 to 45 hours a week at the stadium and one or more of your theaters. You are interviewing in a box in the stadium.

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General Questions for Job Interview Role-Play

I. Personal Information

A. How old are you?

B. Where do you live? How can I contact you?

C. Do you have a Social Security Number?

II. Work History

A. Which job are you applying for?

B. What made you interested in this job?

C. How many hours do you want to work?

D. Have you ever had a job like this before?

E. Have you ever worked before? Where was that?

F. How did you like your previous job? Why did you leave it?

G. Can I call for a reference?

H. Did you have any problems with your employer? Co-workers?

III. School History

A. Are you in school now?

B. What grade are you in?

C. What is your favorite subject?

D. How is your attendance? Do you get to school on time?

E. Anyone I can call at school for a reference?

IV. Personal Interests and Wrap-up

A. What do you like to do in your spare time?

B. Any questions you want to ask me?

C. When can you start working if I hire you?

D. Where can I get in touch with you?

V. Specific Job Questions

VI. Do you have any questions?

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Decisions About Work

Unit VII, Lesson 5

lesson: Expectations

goals:

1. To explore one's expectations and the reasons for those expectations
2. To look at the various ways in which expectations can be both helpful and harmful.

Directions	Materials
I. Introduce Lesson This lesson should be seen as a way to help students focus on expectations about work, by introducing them to the concept of expectations. Feel free to shorten the lesson by leaving out some of the case studies. A. Explain: Our expectations (what we think will or will not happen) can often influence whether we will succeed or fail at something. Today we are going to do two things. First we'll look at some of our Personal Expectations and then we'll try to find out whether expectations can be harmful or helpful or maybe even both. II. Personal Expectations A. Discuss the meaning of the phrase personal expectations. Ask: What does the word expectation mean? (answer: something expected or something that one thinks is likely to happen. It is easier to explain by giving specific examples. For instance, when it is hot out, I expect to perspire, or when I tell my friend a secret I expect her/him not to tell anyone else).	

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Directions	Materials
III. Exploring the concept, Personal Expectations A. Explain: We often have expectations. Let's take a few minutes to find out what some of our expectations are for friendship, school and the future. B. Handout worksheet: Indicate to students that there are no right or wrong answers. Their answers will reflect their unique personalities. The choices presented here are just examples. If students expect something else or if they don't know what they expect, they can write in their answer under "other". C. Discussion: 1. Pick one or two of the first three questions and ask students to share their answers (their expectations) with the other students. 2. Write a summary of their answers on the board in a column labelled "Expectations". As a group, have students help each other figure out the reasons for their expectations. Write their reasons in a column next to their expectations. 3. Pick out one of the last 2 questions and ask students how these questions are different. (Hint: These things have probably never happened to these students before).	Student Worksheet: "What are your Personal Expectations?"

Directions	Materials
4. Ask: How can we have expectations for things that have never happened to us before? Have students make another list of reasons for this second set of expectations. This list will probably be based less on students own experience and more on what students have heard and seen.	
IV. How do our expectations affect us?	
A. Explain: We have seen that we have expectations for things we have done before and even for things we have never done. Now, we will look at whether our expectations help us or get in our way.	
B. Ask: Do any of these statements sound familiar to students? "I've always been bad at _____ and I never expect to be any good." "I've always been really good at _____ and I always expect to be."	
C. Hand out worksheet: Divide the class into groups of 3 and ask each group of students to read one of the situations and answer 3 questions: 1. What does the person in the story expect? What is her/his expectation? 2. What is the reason for her/his expectation? 3. Were this person's expectations harmful or helpful?	Student Worksheet: "Expectations: Are They Harmful or Helpful?"

lesson: Expectations

Unit VII, Lesson 5

Directions	Materials
D. Discussion: 1. Prepare by writing 4 column headings on the board entitled "Expectations","Reason(s) for Expectations", "Helpful Expectations" and "Harmful Expectations." 2. Ask a representative(s) from each group to read their situation to the class (optional, depending on students' reading abilities), and answer the 3 questions. Write students' answers on the board. 3. Continue until all the groups have discussed their situation.	
E. Around My Way 1. Ask students to share experiences when they or someone else they knew had an expectation that turned out right or wrong.	See "Notes for Teachers" for additional discussion questions.
V. Summarize: We all have personal expectations. We've also seen how our personal expectations can be helpful and harmful.	
VI. Supplementary Activity A. Explain: Let's look at how expectations can influence a worker's behavior and perhaps even her/his job. B. Handout worksheet C. Refer to IV C and D for a description of procedure.	Student Worksheet: "Expectations: Do they affect these workers?"
VII. Evaluate class	

Discussion Guide for

Expectations: Are They Harmful or Helpful?

TONY:

1. Does Tony's expectation make it harder or easier for him to go to the dentist?
2. What would happen if Tony changed his expectations? (Hint: I may not have a cavity because I've been taking care of my teeth.)

MICHAEL:

1. Why is Michael's expectation so helpful to him?
2. Why is Michael so self-confident?

RANDY:

1. Have you ever been "let down" by a friend? How did you feel? What did you do?
2. If you were Sharon, would you think Randy's reaction was fair?
3. Does Randy's expectation help her with her friendship?

JUANITA:

1. Why is Juanita confused?
2. Have you ever thought you couldn't do something and been able to do it once you tried?
3. Have you ever not tried something because you thought you couldn't do it?

SUMMARY QUESTIONS:

1. How do we find out if our expectations are true? (Answer: We check out what really happens).
2. What are some ways we can test out or expectations? (Hint: trying something out, talking to other people, etc.)

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WHAT ARE YOUR PERSONAL EXPECTATIONS?

1. When I tell someone a secret, I expect that person to....
   a. only tell their good friends _____
   b. not to tell anyone _____
   c. to tell everyone. My friends don't know how to keep secrets. _____
   d. other _____

2. When I have an easy test at school, I expect to ....
   a. flunk _____
   b. get an "A" _____
   c. do well _____
   d. other _____

3. When I listen to the radio, I expect to....
   a. enjoy myself. I love music _____
   b. be bored. Music puts me to sleep _____
   c. depends on my mood. Sometimes I like listening to music and sometimes I don't _____
   d. other _____

4. When I finish high school, I expect to....
   a. hang around for a few years _____
   b. get a job _____
   c. go to school _____
   d. other _____

5. When I'm old enough to buy a car, I expect to....
   a. buy a brand new one as soon as I have the money _____
   b. do nothing. I don't want a car _____
   c. buy a used one - just good enough to get around in _____
   d. other _____

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EXPECTATIONS: ARE THEY HARMFUL OR HELPFUL?

Tony:

Tony has to go to the dentist tomorrow and he doesn't want to. Every time he goes he has a cavity. Every time he has a cavity the dentist has to put in a filling and every time the dentist puts in a filling he has to drill.... And drilling means pain!!! Tony gets so nervous the night before his appointment that he can't think of anything else. Tony knows what to expect from the dentist!

Michael:

Michael has always been a good dancer and he's very self-confident about his ability. He practices hard every day and has been improving a lot lately. There's a dance competition next week and Michael is going to be in it. He's nervous and he doesn't know whether he'll win, but he expects to try his best.

Randy:

Randy has been expecting to go to the movies with her friend Sharon all week. They made plans last Saturday. Randy had even turned down some plans with another friend, so that she could go with Sharon. But now her plans are all off. Sharon can't go. When Sharon called she explained that her mother was sick and that she is going to have to help at home tonight. As far as Randy is concerned, that's a poor excuse. She's angry and disappointed and at this point, considers her friendship with Sharon over. You can't even expect your friends to come through!

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EXPECTATIONS: ARE THEY HARMFUL OR HELPFUL?(cont.)

Juanita:

Juanita has never done well in Math and Science and didn't believe she would ever do well. So she never tried. She figured it wasn't worth trying when she already knew she couldn't do it. Therefore, she never spent more than a few minutes studying for a test in her Math and Science classes and usually didn't do her homework. Juanita's brothers were just the opposite. Her brothers have always done well in Math and Science and Juanita always thought that they had some natural talent that she didn't have. But she isn't sure anymore. Yesterday she took tests in Math and Science and today her teacher told her that she had done better than anyone else. Juanita is confused. She thought she knew what to expect!

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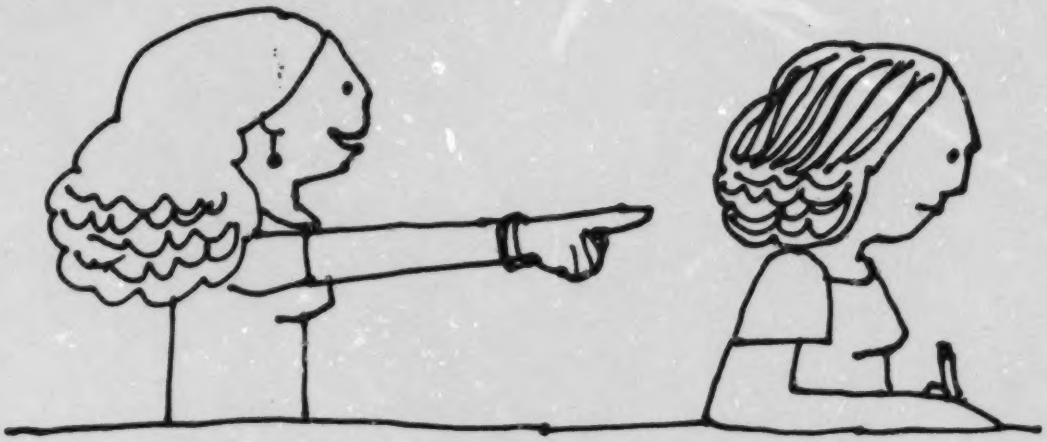
EXPECTATIONS: DO THEY AFFECT THESE WORKERS?



Sharon:

Sharon doesn't expect to be friendly with everyone at work, but she does expect to try her best to get along with everyone. Sharon's been told a thousand times how important it is to get along with the people you work with even when you don't like them. It was even mentioned when she was interviewing for her job as a bank teller. The supervisor told Sharon that people had been fired for not being able to get along with the other workers. Sharon has not forgotten what the supervisor said. However, Margaret, one of the other employees in the bank is really pushing her. Margaret is a pain in the neck. She never leaves Sharon alone. She's always making fun of Sharon in front of the other workers. At first, Sharon felt hurt and then really angry. But now she's decided not to let Margaret get the best of her. Every time Margaret teases her, Sharon ignores her and continues working. Although Sharon realizes she'll probably never be friendly with Margaret, Sharon expects to keep doing her best to get along with Margaret.

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EXPECTATIONS: DO THEY AFFECT THESE WORKERS? (cont.)

Derrick:

Derrick has always been very good at repairing bicycles. He's never had a problem he couldn't figure out himself. In fact, he's never had to ask anyone for help and he doesn't expect he'll ever have to. Last week he started a new job at a bicycle repair store and has been doing a great job. That is, he was until today. He started replacing the brakes on a fancy 12-speed racer four hours ago and still hasn't been able to put the new brakes on right. Derrick is so frustrated and angry. He's sure there must be a piece missing. There must be. It certainly can't be his fault. He's never gotten stuck before. He's never had to ask anyone for help and he doesn't want to start now. Besides, when it comes to repairing bicycles, Derrick has always known what to expect.

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Decisions About Work

Unit VII Lesson 6

lesson: Understanding Work Expectations: Part I

goals:

1. To explore one's expectations of work
2. To examine some specific reasons for those expectations and whether they are harmful or helpful
3. To practice taking the employer's perspective

Directions	Materials
I. Introduce Lesson A. Explain: Yesterday we talked about personal expectations. Today we are going to discuss our work expectations and look at how work expectations can be harmful or helpful -- or both -- to workers on the job.	
II. Work Expectations A. Introduce Activity: We will have many new experiences at work. Let's look at what we expect some of these experiences to be like. Let's take a few minutes to look closely at our work expectations in four areas: the job, the boss, the other workers and finally, let's find out more about what we expect ourselves to be like as workers.	
B. Hand out one of the four worksheets. We suggest starting with "The Job" worksheet and ending this activity with "You as the Worker". Again, explain to students not to worry about writing the correct answer. This exercise may be easier for students if you explain that it's alright not to have expectations for work. If students don't have expectations, ask them to draw from their experiences. See Notes for Teachers.	Student Worksheets: 1. The Job 2. The Boss 3. The Other Workers 4. You as the Worker Notes for Teachers
C. Discussion: Ask each student to state her/his expectation and the reason for that expectation. Also ask students how their expectations might be helpful to them on a job. And ask them if there are any ways in which their expectations may not be helpful and may even get in their way at work. The last part of this exercise may be difficult for students. Encourage them to be open and honest. Also encourage other students	

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lesson: Understanding Work Expectations - Part I Unit VII, Lesson 6

Directions	Materials
(II. cont.) to be supportive of their peer's personal risk taking.	
III. Worker and Employer Expectations	
A. Explain: Let's look at 2 kinds of expectations at work: employer expectations and worker expectations.	
1. Ask: Do employers and workers have the same work expectations?	
2. Hand out worksheet: Explain both the employer's and the worker's point of view and discuss the importance of understanding both. Understanding both what you want and what your boss wants can help you be successful at work.	Student worksheet: "Work Expectations: Two Points of View"
3. Vocabulary: Review the word "skills" and have students identify some of the skills an employer is looking for. Discuss the meaning of the word "needs" and kinds of needs a worker has: emotional, social, etc. (NB: An explanation of word meaning can be incorporated into A. 2.)	
IV. Taking the Employer's Point of View	
A. Introduce activity: At work we have to meet our employer's expectations in order to keep our job. We also have to meet our own expectations in order to (1) do a good job, (2) stay at the job, (3) and be "happy" (satisfied) on the job. Let's begin by looking more closely at what an employer expects.	
1. Hand out worksheet: Go over the directions. They're a little complicated. Remind students that the employer has a definite point of view. Explain that the employer knows what s/he is looking for. Students may want to refer to the student worksheet, "Work Expectations: Two Points of View", while doing this exercise.	Student Worksheet: "As an Employer, What Do You Think?
2. Discussion: The goal of this exercise is to help students understand both what an employer expects and identify specific skills workers have or need to develop in order to meet an employer's expectations.	

lesson: Understanding Work Expectations -- Part I

Directions	Materials
(IV. cont.) A. 3. Write on board: "Skills Worker Has" and "Skills Worker Has to Learn" (to meet employer's expectations). (Optional: You may want to keep this list for tomorrow's discussion). 4. Ask students how they rated the worker. If students gave a worker an excellent rating, ask them to identify the skills the worker has. If students rated the worker either #2 or #3, ask them to identify both the skills the worker already has and the skills the worker needs to develop. 5. Hand out Worksheet: Ask students to write their ratings for each worker on a summary sheet. Collect these;you will use them tomorrow. 6. Conclusions: Today we learned more about what an employer expects. Tomorrow we'll look at what workers expect. V. Evaluate the class	Student Worksheet: "Summary Sheet: How the Employer Rated Six Workers"

Answers: How the employer rated six workers:

Ramona: 3

Marty: 2

Calvin: 1

Rita: 1

Manuel: 2

Sarah: 3

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Notes for Teachers

If your students are having difficulty stating their work expectations, the following questions might give students some ideas and get them going. I suggest reading them to students as they are doing each worksheet.

THE JOB

1. Do you expect to work hard at your job? Or do you think it will be easy?
2. Do you expect to find a job you really like?
3. Do you expect to be paid well at your job?

THE BOSS

1. Do you expect your boss to be helpful and teach you new things?
2. Do you expect your boss to give you orders all day long and yell at you when you make a mistake?
3. Do you expect your boss to like you? Do you expect to like your boss?

THE OTHER WORKERS

1. Do you expect the other workers to be friendly and accept you?
2. Do you expect the other workers to compete with you or to work with you?
3. Do you expect the other workers to be your age or older?

YOU AS THE WORKER

1. Do you expect to be responsible and hardworking?
2. Do you think you'll take an interest in your work and enjoy it? Or will your job be a drag?
3. Do you expect to be a perfect worker or do you expect to make mistakes sometimes?

Also, share your own experiences with students. Do you remember any of your own initial expectations for work?

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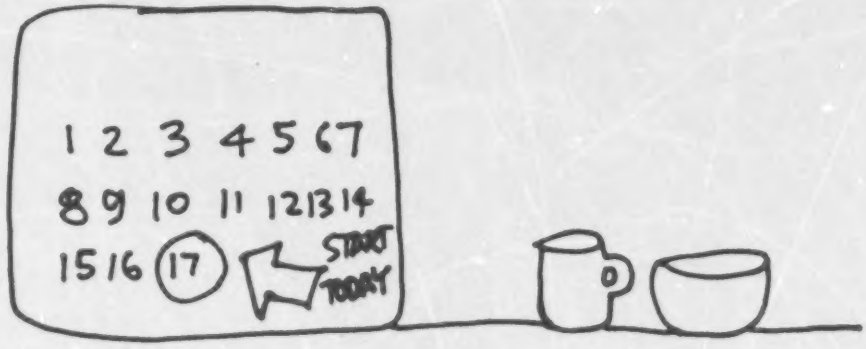
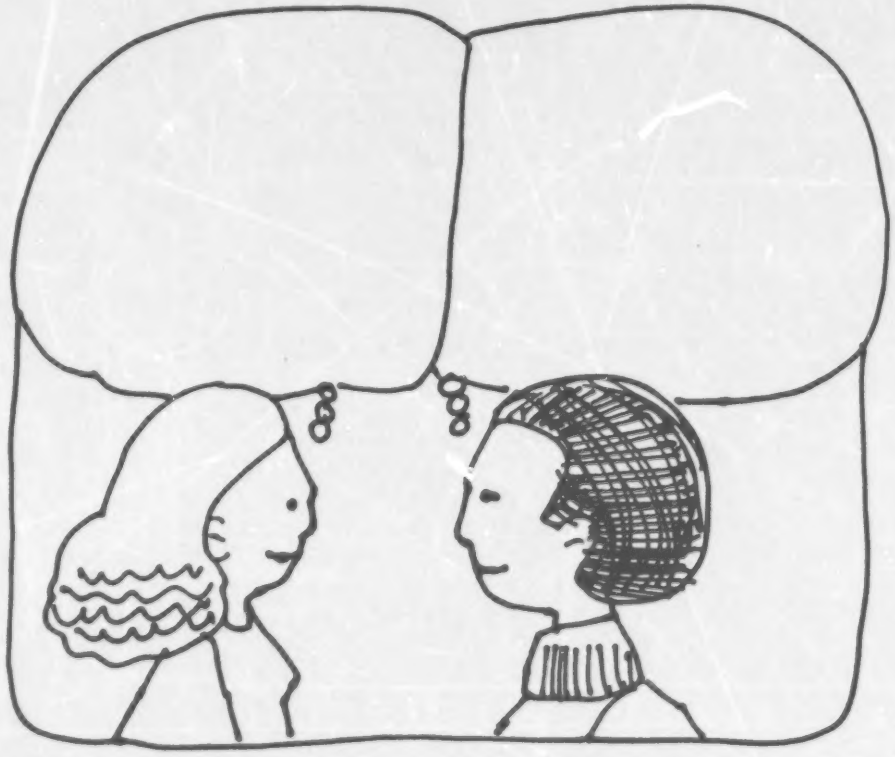
I EXPECT WORK TO BE...?!?!

THE JOB

You are starting a new job tomorrow. You're glad you got the job, but you are not sure what it is going to be like.



What do you expect your like to be like?



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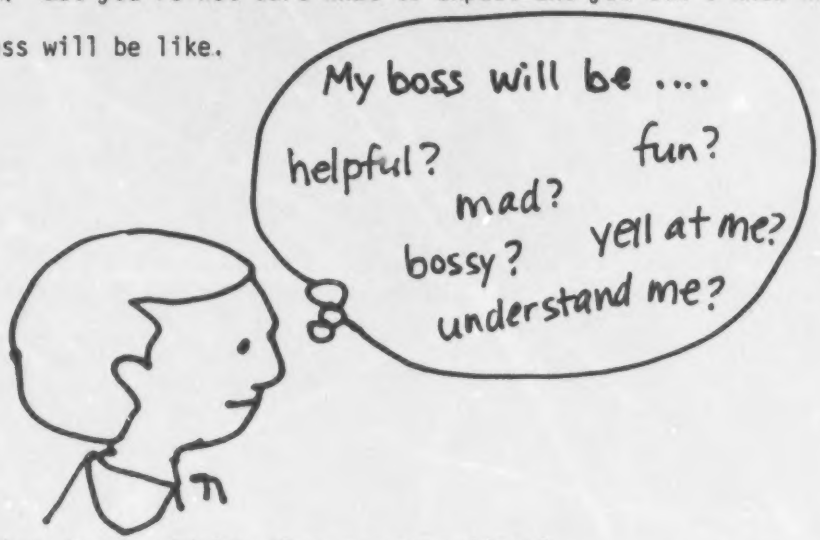
I EXPECT WORK TO BE...?!?!

THE BOSS

You are starting your new job tomorrow. You are happy you got the job. But you're not sure what to expect and you don't know what your boss will be like.



What do you think? What are your ideas?

Pick out some words to describe what you expect your boss to be like. OR think of your own.

_____

_____

_____

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I EXPECT WORK TO BE...?!?!

THE OTHER WORKERS

You are starting a new job tomorrow. You are glad you got the job, but you aren't sure what the other workers will be like.

What do you expect the other workers to be like?

What do you think the other workers will be like? What are your ideas? Pick out some words to describe what you expect the people you work with to be like. OR think of your own.

_____

_____

_____

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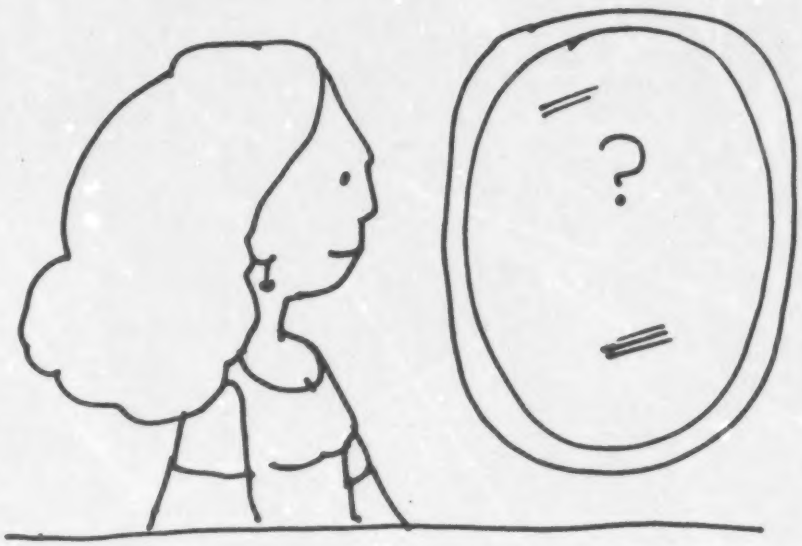
I EXPECT WORK TO BE...?!?!

YOU AS THE WORKER

THAT'S YOU!! What will you be like as a worker?



What will be hard for you as a worker? What will be easy for you to do?

Pick out some words to describe what you will be like as a worker.

_____

_____

_____

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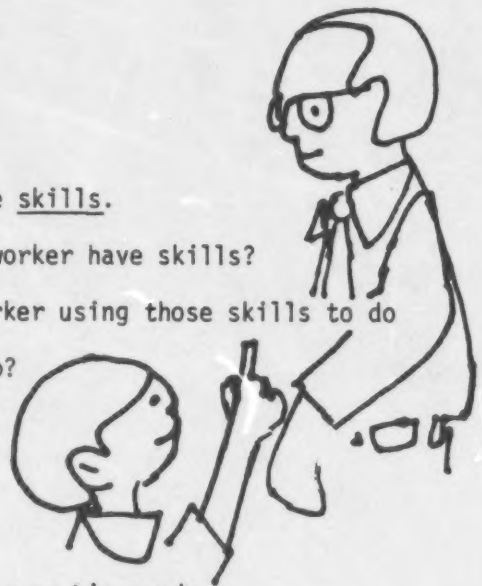
WORK EXPECTATIONS: TWO POINTS OF VIEW

Employers' Expectations ----------WORK---------- Worker's Expectations

????



What is an employer looking for?

Employer's Point of View:

An employer expects workers to have skills.

An employer asks:
1. Does the worker have skills?
2. Is the worker using those skills to do a good job?

What is a worker looking for?

Worker's Point of View:

A worker expects the job to meet her or his needs.

A worker asks:
1. Is this job meeting my needs?
2. Am I getting what I need from my job?

NEEDS??? WHAT ARE THEY?

Hint: We have many needs. We need money$$$ to buy food, clothing, to pay rent, and all our other bills. We also need to feel good about ourselves, have good friends, contribute to society and _____

_____

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AS AN EMPLOYER WHAT DO YOU THINK?

In Your Opinion...

Pretend you are an employer. You have 6 employees (workers) working at your company. As an employer, you have learned what makes a good worker and what makes a bad worker. Can you tell us?

RATE YOUR EMPLOYEES from 1 to 3 and tell us how bad or good your worker is:

#1 -- give this rating to an EXCELLENT worker, the "boss's dream"

#2 -- give this rating to an overage/O.K. worker

#3 -- give this rating to a bad worker, the "boss' headache"

Please read about your employees below. Remember, you are the boss. Tell us what you think about your workers. Write a 1, 2, or 3 after each worker's name. Remember you can decide!! You are the boss!!

* * * * * * * * * * * *

Ramona

Ramona works as a computer programmer for a large business. Her job isn't easy, but she tries her best and works hard all day long. When she has a problem with her work, she tries to figure it out on her own first. Eventually, if she can't do it herself, she asks for help. Doing a good job is very important to Ramona.

Ramona's rating _____

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Marty

You've noticed that Marty doesn't seem to care very much about his job. He comes into work late every day and always has a reason for leaving early. Marty may not make it as a carpenter's helper. He never seems concerned about the quality of the work he does and he often doesn't get all his work done. Marty also thinks it's perfectly alright to take tools from work whenever he wants and use them at home.

Marty's Rating _____

Calvin

Calvin is one of the most dependable workers that you have at your grocery store. He comes in on time, works hard and always listens to your suggestions and criticisms. Overall, he's a terrific cashier. But that's all he wants to do. He doesn't like to try new things. You often have to explain tohim that there are other things to do as well. But Calvin likes to cashier even when getting other things done is more important.

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Rita

Rita is one of your newest office workers. She's an OK typist, but has had a very difficult time learning how to use the word processor. She still makes quite a few mistakes. But she tries hard and really keeps at it until she gets it. Sometimes she even comes in early.

Rita's Rating _____

Manuel is an excellent hospital orderly when he works by himself. The patients on the ward really like him. But he doesn't work well with the rest of the staff. He always wants to do things his way. He never listens to anyone else's suggestions, and as a result, he often gets into arguments

Manuel's Rating _____

Sarah

Most of the time, Sarah is a great electronic assembler. Everyone says she does her work perfectly. But every time her supervisor comes over to check her work, Sarah gets very nervous. Her hands start shaking and she makes a thousand mistakes. When her supervisor leaves, Sarah is fine and does her work again.

Sarah's rating _____

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How the Employer Rated Six Workers

Ramona's Rating

Marty's Rating

Calvin's Rating

Rita's Rating

Manuel's Rating

Sarah's Rating

Decisions About Work

Unit VII Lesson 7

lesson: Understanding Work Expectations: Part II

goals:
1. To become familiar with one's expectations as a worker
2. To practice taking the perspective of both the worker and the employer in order to resolve problems and conflict on the job.

Directions	Materials
I. Introduce Lesson: A. Explain: Understanding your expectations as a worker as well as your boss' expectations may help you to be successful at your job. Yesterday we discovered that employers are looking for workers with skills. Today we'll find out what workers are looking for.	
II. Worker Expectations A. Review: Workers and employers have different work expectations. Ask: 1. What does an employer expect from his/her workers? 2. What does a worker expect to get out of work? B. Introduce activity: Meeting our boss' expectations is But we can't forget ourselves as workers. It will also help us, as workers, to know and understand our own work expectations. Let's spend some time finding out what workers expect. 1. Hand out worksheet: Go over the directions for this activity. Remind students that this time they are taking the worker's perspective and not the employer's. 2. Discussion: This time the purpose is to help students understand what workers expect and to delineate specific needs that can be met by two points of view. Students may want to refer to the student worksheet, "Work Expectations" while doing this exercise.	Student Worksheet: "As a worker, what do you think?" Student Worksheet: "Work Expectations: Two Points of View"

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lesson: Understanding Work Expectations: Part II Unit VII, Lesson 7

Directions	Materials
(II. B cont.) 3. Write on board; "Worker's Needs Met" and "Worker's Needs not Met", or "Positive" and"Negative". 4. Discussion: Ask students how they rated the employer. If students gave an employer an excellent rating, ask them to identify the worker's needs the employer met (e.g., giving praise for work that was well done), or what they like about them. If the students rated the worker either #2 or #3, ask them to identify both the needs that were met by the employer (if any) and the needs that were not met by the employer. 5. Hand out worksheet: Ask students to write their ratings for each boss/employer on their summary sheet.	Student worksheet: "Summary Sheet: How the Workers Rated Their Bosses"
III. Optional: Integrating Worker and Employer Expectations N.B.: The following exercise may be difficult for some students. It can be simplified if desired. A. Introduce activity: Let's put employer and worker expectations together and see what happens. That is, let's see if we can figure out; 1. how employers might help workers get their needs met and 2. how workers might develop the skills employers want. This is going to require us to do some problem solving. 1. Have students take out their employer and worker summary sheets. 2. Write on board the name of an employer-worker pair (e.g., Ramona - Michele) and their ratings. Have students refer to their summary sheets. If students disagree on the ratings, the class can decide by voting. 3. Review: Have students (or the instructor) read both the employer and worker points of view.	Student Worksheets: "Summary Sheets: 1. How the Employers Rated Six Workers; 2. How the Workers Rated Their Bosses.' Student Wroksheets 1. As an Employer..' 2. As a Worker..."

lesson: Understanding Work Expectations: Part II Unit VII, Lesson 7

Directions	Materials
III. A. (cont.) 4. Ask: a. What is Ramona's rating as a worker? b. Do you think Ramona is a perfect worker? c. How did Ramona rate Michele? d. Does Ramona think Michele is the perfect boss? (or good boss) e. Is there a problem between this worker and employer? 5. Hand out worksheet: Explain to students that we will do the worksheet as a group. 6. Discussion: Use the worksheet to guide the discussion. See Notes for Teachers. 7. Continue Discussion of other worker-employer pairs. IV. Evaluate class	Student Worksheet: "Is there a Problem?

Notes for Teachers

This exercise requires students: (1) to understand both an employer's and a worker's points of view and (2) to apply that understanding to specific work situations in order to resolve conflict and problems between workers and employers. The goal is to help students to see both sides of a problem and to come up with a solution.

It may be helpful to refer to the "5 Step Decision-Making Model" in Lesson Four. It has been adapted for this lesson. The worksheet "Is there a Problem?" is intended to be a step by step guide for solving the problems between workers and employers. You may want to do several worker-employer pairs with the whole class first. Later perhaps, students can try working in small groups or by themselves.

Role playing can be an important part of this lesson. Let students test out their solutions and see how they work. The purpose is to experiment and see what works and what doesn't; you may have to go first.

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AS AN EMPLOYEE, WHAT DO YOU THINK?

In Your Opinion...

Pretend you are an employee (worker). You have been talking to 6 friends of yours who are working. You ask them what they think of their employers. This is what they tell you.

Rate Your Employer from 1 to 3 and tell us how bad or good your boss is:

#1 -- give this rating to an excellent boss, "a worker's dream"

#2 -- give this rating to an average/O.K. boss

#3 -- give this rating to a terrible boss, "a worker's headache"

Please read about your friends' employers below. Remember, you are the expert. Tell us what you think about these employers. Write a 1, 2 or a 3 at the end of each worker's description of his/her boss. You are the worker! You can decide!!

* * * * * * * * * *

Michele

Michele is Ramona's boss. This is what Ramona has to say about her boss:

"Michele is a very reasonable boss. She never makes me feel stupid when I ask her a question. She's always around when I need help.

Your rating of Ramona's boss _____

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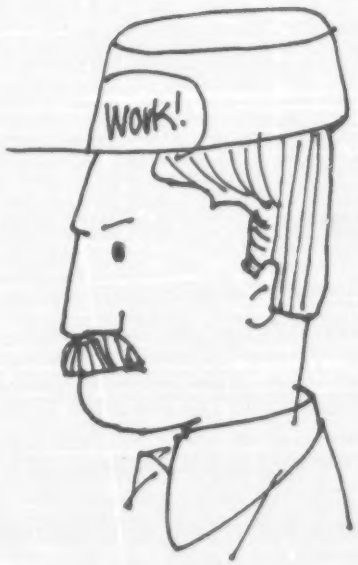
Fred

Fred is Marty's boss. Marty was glad to talk to you about his boss. This is what he said: "Fred is a slave driver. Work, work, work... it's the only thing he can talk about. I came in a few minutes late and he was on my case for hours. And that's not all. Everything has to be perfect or else. When I make a mistake, he gets so angry. You know what he did last week, he accused me of stealing some tools. I had only borrowed them. Fred is the most difficult boss that I have ever worked for."



Your rating of Marty's boss _____

Valerie

Valerie is Calvin's boss. When you ask Calvin whether he likes his boss, he thinks for a minute and then says: I don't know what to think of my boss. Sometimes Valerie likes how hard I work. She tells me I am one of her most dependable and hard-working employees. But sometimes... Ugh!!! I can't stand her. I can't tell you how many times she has asked me to do something new and then left without bothering to show me how to do it. Last week, for instance, she asked me to clean the

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(Valerie -- cont.)

meat freezer and then left me on my own to figure out how to clean it. Everything went alright, but I hate it when she does that. I like being a cashier and don't understand why she won't let me do it all the time."

Your rating of Calvin's boss _____

Derrick

Derrick is Rita's boss. Rita is happy to talk to you about her boss, but she seems a little shy as she says: "Most of the time I think Derrick is a great boss. He's really helpful when I'm having a hard time with the word processor. Last Tuesday I asked him if it would be alright if I wrote down some of his instructions. It helps me to remember what I'm supposed to do. And I'll tell you, I need all the help I can get with that word processor. You know, Derrick only does one thing that upsets me. Sometimes when I don't understand him, he raises his voice and talks to me as though I'm a child. All the other workers can hear him. I get so embarrassed when he does that."

Your rating of Rita's boss _____

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Wanda

Wanda is Manuel's boss. Manuel has mixed feelings about his boss and says so: "If only Wanda would learn, she'd be terrific. She tells me I'm great with the patients and I appreciate that. But she doesn't help me out when I need her. I don't like working with the other workers. They don't take care of the patients. They sit around talking and chatting. When I work with one of them, we always get into an argument because I want them to work. So I've asked Wanda to let me work by myself. I can't take care of all the patients on the ward, but at least I can take care of my patients.

Your rating of Manuel's boss _____

Sylvester

Sylvester is Sarah's boss. Sarah seems a little nervous, but she agrees to talk about her boss and says: "I know Sylvester is trying to be nice, but it only makes things worse. I know I have very little self-confidence, but Sylvester doesn't have to remind me all the time. Whenever he comes to my work station, I get nervous. My hands even shake, but he tries to joke about it. He says things like, "I won't bite," and then tries to be 'super-sweet' and understanding. I get so upset. If only Sylvester would tell me what I do well. Most of the other workers tell me I am a good worker, but Sylvester never does.

Your rating of Sarah's boss _____

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Summary Sheet

Michele's Rating.

This is Ramona's boss.

Fred's Rating

This is Marty's Boss.

Valerie's Rating

This is Calvin's boss.

Derrick's Rating.

This is Rita's boss.

Wanda's Rating.

This is Manuel's boss.

Sylvester's Rating.

This is Sarah's boss.

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5 Steps to make a decision

Is There a Problem?

Worker-Employer Pair

_____ + _____

Worker's Name Employer's Name

Is there a problem? Yes _____ No _____

1. What is the problem(s)?

_____

_____

2. List some solutions:

What can the worker do to help solve the problem?

What can the employer do to help solve the problem?

3. List some possible consequences:

Some consequences for the worker

Some consequences for the employer

4. Try out the "best" solution -- do a role play and see what happens.

5. Evaluate your solution. How well did it work? _____

_____. If you need to, start again.

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"END OF DOCUMENT"